PSHE and RSE – No Outsiders Unit Overviews

PSHE and RSE

Overview of Topics

	Autumn Term	Spring Term	Summer Term
EYFS (Seed Class)	Self-regulation: my feelings Building relationships: special relationships No Outsiders: Say What I Think- You Choose	Managing self: Taking on challenges Self-regulation: Listening and following instructions No Outsiders: It's OK to like different things- Red Rockets and Rainbow Jelly No Outsiders: Make Friends with Someone Different- Blue Chameleon	Building relationships: my family and friends Managing self: my wellbeing No Outsiders: Understand that all Families are different- The Family Book No Outsiders: Celebrate my Family- Mommy, Mama and Me
KS1 A (Seed Class)	Connecting with others: how can I help myself and others feel happy and safe? The online world: how do we spend time online? No Outsiders: To accept people are different - *'That's Not How You Do It!'*	Health protection: how can I protect myself and others in daily life? Staying safe: how can I stay safe? No Outsiders: Understand we share the world with lots of people - *'My World, Your world'* No Outsiders: Understand how we share the world - *'The First Slodge'*	Connecting with others: how can I build safe, kind and caring relationships with others? The online world: how can we stay safe online? No Outsiders: To communicate in different ways - *'What the Jackdaw Saw'* No Outsiders: Understand what makes someone feel proud - '*The Odd Egg'*
KS1 B (Seed Class)	My healthy self: how can we look after our emotions? Citizenship: how can I help others and the environment? No Outsiders: Be able to work with everyone in my class – *Blown Away*	Citizenship: how do people belong to a community and earn money? My healthy self: how can we look after our bodies? No Outsiders: To play with boys and girls - *Ten Little Pirates* No Outsiders: Understand what diversity is – *The Great Big Book of Families*	Growing up: how can we look after and respect our bodies as we grow? Staying safe: how can I make safe choices in different places? No Outsiders: Understand that our bodies work in different ways – *Max the Champion* No Outsiders: Like the Way I am - *Elmer*

LKS2 A (Sapling Class)	Connecting with others: what helps us feel safe and included? The online world: how should we communicate online? <u>No Outsiders:</u> To use my pupil voice – *We're All Wonders*	Citizenship: what careers do people choose and why? Staying safe: what signs help me recognise what is safe or unsafe? <u>No Outsiders:</u> Ask questions – *The Flower* <u>No Outsiders:</u> Find a solution to a problem – *Two Monsters*	Connecting with others: how can we respect each other? The online world: how can we decide what to trust online? <u>No Outsiders:</u> Overcome language as a barrier – *The Way Back Home* <u>No Outsiders:</u> Understand what discrimination means – *This is Our House*
LKS2 B (Sapling Class)	My healthy self: how can I take care of my mine and body? Citizenship: What rights and responsibilities do we have? <u>No Outsiders</u>: Use strategies to help someone who feels different – *The Hueys in the New Jumper*	Health protections: how can we prevent illness and injury and respond if they happen? My healthy self: how can I make healthy choices? <u>No Outsiders:</u> Know when to be assertive – *Dog's Don't Do Ballet* <u>No Outsiders:</u> Understand why people choose to get married – *King and King*	Citizenship: how can I spend my money wisely? Growing up: how will my body and emotions change as I grow up? <u>No Outsiders</u>: Be welcoming - *Beegu* <u>No Outsiders:</u> Be who you want to be – *Red: A Crayon's Story*
UKS2 A (Blossom Class)	Connecting with others: why are healthy relationships important? The online world: how am I influenced by what I see online? <u>No Outsiders:</u> Promote diversity – *My Princess Boy*	Citizenship: how can we be in control of our money? Connecting with others: what does it mean to stand up for myself and others? <u>No Outsiders</u>: To welcome difference and stand up to discrimination – *The Thing* <u>No Outsiders:</u> Challenge the causes of racism – *The Island*	The online world: how do I feel about the things I see online? Staying safe: how can I stay safe as I grow up? <u>No Outsiders</u>: Recognise when someone needs help – *How To Heal A Broken Wing* <u>No Outsiders:</u> Recognise my freedom – *Dreams Of Freedom*

UKS2 A (Blossom Class)	My healthy self: how can I support my mind and body as I grow? Citizenship: how can we make a difference in our communities and beyond? <u>No Outsiders</u>: Justify my actions – *Rose Blanche* <u>No Outsiders:</u> Learn from our past – *Where The Poppies Now Grow*	Growing up: how can I manage the changes to my body and emotions as I grow up? My healthy self: how do my choices today shape my future self? <u>No Outsiders:</u> To Exchange Dialogue – *The Cow Who Climbed a Tree*	Citizenship: how can we protect everyone's rights? Sex education: how do people become parents and carers? <u>No Outsiders</u>: Accept people who are different to me – *And Tango Makes Three* <u>No Outsiders:</u> To overcome fears about difference - *Leaf*

EYFS

Big Question Link: Year A: Do you remember? Where shall we go? What is home?
Year B: How has life changed? Who can help me? Are we there yet?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="3">EYFS development matters PSED statements</td><td rowspan="4">• To say what I think
• To understand that it is OK to like different things
• To make friends with someone different
• To understand that all families are different
• To celebrate my family</td><td>Aut</td><td>You Choose
Explore different choices children would make and the different things children like and don’t like. Discuss that it is ok to be different to other people.</td><td rowspan="5">Like and don’t like chart
Like and don’t like pictures
Chameleon pictures
Family pictures</td></tr>
<tr><td>Spr</td><td>Red Rockets and Rainbow Jelly
Children think about something they like. Now work in pairs to agree on something they like. Double and repeat. Keep doubling until all children are included in one group. Create pictures of the children with a sentence or two about what they like. Think about how we are all different but we all agreed we liked…</td></tr>
<tr><td>Spr</td><td>Blue Chameleon
Say hello to different children and make new friends. Colour two chameleons different colours and give them speech bubbles with a greeting.</td></tr>
<tr><td>Key Vocabulary</td><td>Su m</td><td>The Family Book
Using a doll, create families using the children in the class. Explore the idea that all the families are different and that’s OK. Children draw and label their own families.</td></tr>
<tr><td>Family
Like
Dislike
Different
Same
Greeting
friend</td><td>Su m</td><td>Mommy, Mama and Me
Explore things the children enjoy doing at home with someone in their family. Draw and label a picture</td></tr>
<tr><td colspan="2">Biq Question Links</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Year A: What do you like to do with people at home?
Year B: Who can help me at home?</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember? Where shall we go? What is home?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">ELG PSED statements</td><td rowspan="5">• To accept people are different
• To understand that we share the world with lots of people
• To understand how we share the world
• To communicate in different ways
• To understand what makes someone feel proud</td><td>Aut</td><td>That's Not How You Do It
To explore different ways people do the same thing and to work through the idea that it is ok to do things differently.</td><td rowspan="5">Starry night sky
Role play
Sharing globe picture
Labelled illustration</td></tr>
<tr><td>Spr</td><td>My World, Your World
Explore how people are the same and different by playing 'The sun shines on…'.
Write a sentence or two in books about this</td></tr>
<tr><td>Spr</td><td>The First Slodge
Illustrate sharing with those that are different with biscuits. Create an image of a globe with people we share the world with around it.</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Sum</td><td>What the Jackdaw Saw
Explore using sign language as a means of communicating.</td></tr>
<tr><td>Different
Communicate
Share
Accept</td><td>Sign language
Proud
Feeling
Same</td><td>Sum</td><td>The Odd Egg
Role play the story. Draw an illustration of the croc hatching out of an egg and write a speech bubble which shows how the duck felt.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">Are all homes the same?</td><td colspan="3">Promote dignity and acceptance</td></tr>
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Big Question Link: How has life changed? Who can help me? Are we there yet?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

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<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">ELG PSED statements</td><td rowspan="4">To like the way I am
To play with boys and girls
To understand that our bodies work in different ways
To understand what diversity is
To be able to work with everyone in my class</td><td>Aut</td><td>Blown Away
Role play the story. Create kite lines with friends on.</td><td rowspan="4">Role play
Large Elmer for wall display
UK diversity map.
Friendship kite lines</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Spr</td><td>Ten Little Pirates
To explore that everyone can play everything in our school – gender does not matter.</td></tr>
<tr><td>Friend
Together
Gender
Diversity</td><td>Different
Same
Feeling
Accept</td><td>Spr</td><td>The Great Big Book of Families
Play the diversity game. Create a map of the UK with ways we are diverse around it.</td></tr>
<tr><td colspan="2"></td><td>Sum</td><td>Max the Champion
Identify that Max is different because he needs help breathing and has a hearing aid. Does this mean he cannot join in or that other children don’t like him? Think about what makes use different.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">How can help me when people do not feel accepted?</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>

Lower Key Stage 2
(Years 3 and 4)

Big Question Link: What does it mean to be human? How do we use…? What's so important about water?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><th colspan="2">Prior Learning Links</th><th>Key Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td colspan="2">KS1 PSHE/RSE units</td><td rowspan="5">• To use my pupil voice
• To ask questions
• To find a solution to a problem
• To overcome language as a barrier
• To understand what discrimination means</td><td>Aut</td><td>We're all wonders
To explore the role of bystanders when people are being unkind. Think about what action bystanders could take. Create 'Don't be a bystander' posters</td><td rowspan="5">Posters
Similarity pictures
Diagrams
Role play
Reflective sentences</td></tr>
<tr><td colspan="2"></td><td>Spr</td><td>The Flower
Role play smuggling the book out of the library. Use some sentence stems to encourage children to reflect on the message of the book</td></tr>
<tr><td colspan="2"></td><td>Spr</td><td>Two Monsters
Set up the classroom with a row of two chairs down the middle and half the children each side. Remove chairs by making positive statements about things that are the same. Draw a picture of themselves and a friend and list all the ways they are similar</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Sum</td><td>The Way Back Home
Children line up in different way without talking e.g. height, birthday etc. Draw a diagram to show how to fix an aeroplane with no words</td></tr>
<tr><td>Bystander
Action
Smuggle
Confident
Similarities</td><td>Differences
Language
Deny
Accept
Welcome</td><td>Sum</td><td>This is Our House
Role play – CT as George denies people entry to his house because of their characteristics.
Create 'This is our school!' and everyone is welcome posters</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">Does being human mean we are all the same?</td><td colspan="3">Promote dignity and acceptance</td></tr>
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Big Question Link: How has life changed? Who can help me? Are we there yet?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

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<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">KS1 PSHE/RSE units</td><td rowspan="5">• Use strategies to help someone who feels different
• To know when to be assertive
• To understand why people choose to get married
• To be welcoming
• To be who you want to be</td><td>Aut</td><td>The Hueys in the New Jumper
Role play wearing a new jumper, the different responses and how this feels. Recount the story, thinking about how Rupert feels at each point.</td><td rowspan="5">Recount
Role play
Letter
Wedding invitation</td></tr>
<tr><td colspan="2"></td><td>Spr</td><td>Dogs Don’t do Ballet
Role play being told something they like is something they shouldn’t do. Explore how this feels. Children write a letter to the dog to give advice.</td></tr>
<tr><td colspan="2"></td><td>Spr</td><td>King and King
Think about why people get married. Design a royal wedding invitation.</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Sum</td><td>Beegu
Play the welcoming game. Children identify how to make people feel welcome in different contexts</td></tr>
<tr><td>Different
Like
Don’t like
Assertive</td><td>Advice
Married
Welcome
Confidence</td><td>Sum</td><td>Red: A Crayon’s Story
Children think about things that could be said that reduce confidence and increase confidence. How can we support people to fell proud?</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">Who can help me to feel more confident?</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>

Upper Key Stage 2 (Years 5 and 6)

Big Question Link: How do you live? What do you believe? ¿Qué hizo que los mayas fueran increíbles?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

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<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">LKS2 PSHE/RSE units</td><td rowspan="5">To promote diversity
To welcome difference and stand up to discrimination
To challenge the causes of racism
To recognise when someone needs help
To recognize my freedom</td><td>Aut</td><td>My Princess Boy
Discuss what diversity is. What an interview with Cheryl Kilodavis and discuss it. Discuss which characteristic from the equality act is being challenged in this book</td><td rowspan="5">Role Play
Discussion
Descriptive writing
Cartoon strip
Illustrations
Quotes</td></tr>
<tr><td colspan="2" rowspan="3"></td><td>Spr</td><td>The Thing
Game – one child is The Thing but has to keep it hidden for 5 minutes during mingling. How did The Thing feel about having to lie to everybody? How did people accused feel? Where there rumours during the game? In real life, why might people hide who they are? Should they need to?</td></tr>
<tr><td>Spr</td><td>The Island
Role play a debate – Fisherman versus others where the fisherman is standing up for the man. Draw a cartoon strip retelling including key language from the book.</td></tr>
<tr><td>Sum</td><td>How to Heal a Broken Wing
Learn about Amnesty International and its aims. Write a description of one of the images of the book thinking about feelings and emotions</td></tr>
<tr><td>Key Vocabulary</td><td></td><td>Sum</td><td>Dreams of Freedom
Explore quotes from the book and what they mean. Children illustrate one quote. If children could add their own quote to the book, what would they say?</td></tr>
<tr><td>Freedom of speech
Democracy
Feelings
Emotions</td><td>Diversity
Equality
Gender identity
Freedom</td><td colspan="3"></td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">What do you believe about equality?</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>

Big Question Link: Evacuee or refugee? How far can you go? What would you vote for?
Unit grid: PSHE & RSE – No outsiders
Year A/Year B
Autumn /Spring/Summer

<table>
<tr><td colspan="2">Prior Learning Links</td><td>Key Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">LKS2 PSHE/RSE units</td><td rowspan="5">• To justify my actions
• To learn from our past
• To exchange dialogue
• To accept people who are different to me
• To overcome fears about difference</td><td>Aut</td><td>Rose Blanche
Explore why Rose took food to the concentration camp. Write a letter from Rose to a friend explaining what she has discovered, how it makes her feel and what she is doing and why.</td><td rowspan="5">Questions
Letters
Posters
Role play
Scenario responses
Discussion
Annotated sketch</td></tr>
<tr><td>Spr</td><td>Where the Poppies Now Grow
Think about how the characters felt before, during and after the war. Discuss why they don’t just forget it. Try and arrange for someone to be interviewed (it does not have to be about war)
If children could meet a veteran, what would they ask them?
Link to Remembrance Day and the Poppy appeal</td></tr>
<tr><td>Spr</td><td>The Cow Who Climbed a Tree
Explore the meaning of the equality act and how it impacts on our daily life. Make ‘No Outsiders in our School’ posters</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Sum</td><td>And Tango Makes Three
Play animal snap to find partners without words. One lonely animal – what could we do? Consider responses from zoos and alternative responses to gay animal couples.</td></tr>
<tr><td>Concentration camp
Prisoner of war
Feeling
Empathy
Sympathy</td><td>Remembrance
Poppy
Appeal
Lonely
Acceptance
Gay</td><td>Sum</td><td>Leaf
Consider who holds the power in different situations. Relate to the equality act and how we can find solutions to differences. Create a sketch of an animal meeting where the animals are discussing Leaf. Demonstrate that all the animals are different and therefore Leaf does fit in.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">What is the difference between and evacuee and a refugee?</td><td colspan="3">Promote dignity and acceptance</td></tr>
</table>