



## **Relationships, Sex and Health Education Policy**

<b>Formally adopted by the Governing Board of:-</b>	<b>Ashleigh Primary School and Nursery</b>
<b>On:-</b>	<b>04.02.2026</b>
<b>Chair of Governors:-</b>	<b>Sam Greenhalgh</b>

## School Vision for RHSE

At Ashleigh Primary School and Nursery we believe that we are 'All, Different, All Equal, All Learning' and we are committed to our children achieving positive relationships and healthy, safe lifestyles. We work together to develop lifelong skills for a successful future in an atmosphere where everyone should feel welcome and confident to be themselves.

This policy covers **Ashleigh Primary School and Nursery's** approach to teaching relationships sex and health education (RSHE) and Personal, Social Health Education (PSHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community. It uses guidance from evidence-based research.

Our school is committed to:

- Seeking pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Meeting the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities.
- Promoting safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, health, sexual exploitation and safe relationships online.
- Ensuring a safe healthy environment conducive to learning.
- Giving a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Fostering equality for all and challenging all forms of discrimination in RSE lessons and in every-day school life.

## RSHE Statement of Intent

At Ashleigh Primary School and Nursery, we believe all pupils have a right to receive effective, inclusive and age appropriate Relationships, Sex and Health Education (RSHE) that directly meets their needs. RSHE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

Through the RSHE curriculum the children will be able to manage the challenges and opportunities of modern Britain. School is a safe, happy and positive place for all children, staff and visitors. We encourage respect, kindness, tolerance and understanding, celebrating similarities and differences.

RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

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Signed by:

Headteacher:

Date:

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Chair of governors:

Date:

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## 1. Key roles and responsibilities

The **governing board** has overall responsibility for

- 1.1. The implementation of the school's RSHE Policy;
- 1.2. Working with the Headteacher, and in liaison with parents, pupils, health and other professionals, to ensure that the curriculum addresses the needs of pupils and the local community, and reflects current trends;
- 1.3. Ensuring that the policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The **Headteacher** has overall responsibility for

- 1.4. Reviewing the policy **annually**;
- 1.5. Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**;
- 1.6. The day-to-day implementation and management of the policy.

The **PSHE leader** is responsible for

- 1.7. Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSHE education that achieves the aims laid out in this policy;
- 1.8. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community;
- 1.9. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education);

- 1.10. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

## **2. Legal framework**

- 2.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (updated July 2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- 2.2. This policy has due regard to relevant guidance including, but not limited to, the following:

- DfE (2018) 'Mental health and behaviour in schools'

- 2.3. This policy will be implemented in conjunction with the school's:

- [Child Protection and Safeguarding Policy](#)
- [Health and Safety Policy](#)

## **3. Aims of the PSHE/RSHE curriculum**

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

PSHE and RSHE empower children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, built on over time, allowing for the development of knowledge relevant to the age and stage of the learner;
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination are unacceptable;
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive;
- ✓ Developing character skills to support healthy and safe relationships and ensure comfortable communication about emotions, bodies and relationships using appropriate terminology;
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect. ;
- ✓ Providing protection from shock or guilt;
- ✓ Actively involving pupils to find out what they would like to learn about;
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The curriculum for life has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils

will be conducted on a regular basis. This will inform the curriculum, ensuring it remains responsive to emerging needs.

Some elements of the curriculum are a statutory requirement to teach in order for the school to meet **Guidance for RSE 2025**. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. The curriculum will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

#### **4. Teaching methods and learning style**

- 4.1. A range of teaching and learning styles will be used to teach the Curriculum for Life.

The curriculum for life programme will be led by **the PSHE leader** and taught by **class teachers or HLTAs** and supported by **visitors such as the nursing team, police and other the road safety team**. All staff involved in the delivery of curriculum for life have received training ensuring pupils are taught with consistent approaches throughout their time at **Ashleigh Primary School and Nursery**.

We believe that RSE is best delivered by staff who are known to the children and that specialist visitors and outside agencies beyond the police, the nursing team and the road safety team aren't necessary to deliver our RSHE curriculum.

- 4.2. The curriculum will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, assemblies, quizzes, fact finding,

value spectrums, debating, independent research and artistic presentations etc.

This wide range of teaching strategies promotes engagement by all pupils. Distancing techniques, such as the use of characters will prevent pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes the curriculum more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At **Ashleigh Primary School and Nursery** we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including their faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'Ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain

an answer to their question. Children asking questions at any other times or contexts within the school day relating to curriculum for life will be answered in a sensitive way appropriate the age and stage of the child.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSHE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to review the resources being used and consider ways to build on RSHE at home. The school operates a policy enabling parents to discuss RSHE at relevant times throughout the school year.

## **5. Timetabling**

- 5.1 Reception and Key Stages 1 & 2 we will regularly teach discrete RSHE lessons;
- 5.2 Every half term each year group will have a question to explore that will support the teaching and learning of PSHE and Relationships, Sex and Health Education. (See Appendix 1 for the mapping of RSE lesson objectives and vocabulary and Appendix 2 for the Long Term RSHE Curriculum Map)
- 5.3 The frequency of RSHE lessons taught may increase due to the needs of individual of the children in each class.

- 5.4 If we feel a particular topic within RSHE needs more focus within a class we may encourage parental support through discussions at home.
- 5.5 Zones of Regulation lessons will be taught in all year groups across the primary phase. In Nursery PSED is embedded in the curriculum and may be taught through circle times and discussion around stories.
- 5.6 Topics not covered by the Zones of Regulation curriculum will also be taught:
- Mental Wellbeing and its links to physical health
  - Mental wellbeing knowing who and how to ask for help
  - Internet safety
  - Physical Health and Fitness
  - Healthy eating
  - Drugs, alcohol and tobacco
  - Healthy lifestyles
  - Basic first aid
  - Changing adolescent body
  - Road safety
- 5.7 RSHE/PSHE will be taught in discrete curriculum time and embedded in other subjects through e.g. science, delivered by class teachers and HLTAs.
- 5.8 We will ensure cross-curricular learning through regular discussion and monitoring, for example the PE and science leaders.

## **6. Reporting and confidentiality**

- 6.1. Every lesson will reinforce that if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they can talk to their teacher or another trusted adult in school;
- 6.2. Pupils will be encouraged to have an open dialogue regarding any such issues with their teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

## **7. Tailoring the RSHE/PSHE curriculum**

- 7.1. Discussion and other activities will be used in initial lessons in order to find out children's knowledge and understanding of subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this;
- 7.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly;
- 7.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access the curriculum for life;
- 7.4. All pupils with special educational needs will be taught the curriculum, with content and delivery tailored to meet their individual needs.

## **8. Key stage 1 and 2 programme of study (Taken from RSE Statutory Guidance)**

### **Families and people who care for me**

Pupils should know:

- That families are important for children growing up because they can give love, security and stability;
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends;
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- Practical steps they can take in a range of different contexts to improve or support respectful relationships;
- The conventions of courtesy and manners;
- The importance of self-respect and how this links to their own happiness;
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- What a stereotype is, and how stereotypes can be unfair, negative or destructive;
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online.

## **Being safe**

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- How to recognise and report feelings of being unsafe or feeling bad about any adult;
- How to ask for advice or help for themselves or others, and to keep trying until they are heard;
- How to report concerns or abuse, and the vocabulary and confidence needed to do so;
- Where to get advice, for example family, school or other sources.

## **9. Assessment**

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

## APPENDIX 1

### RSE Knowledge and Vocabulary Overview

At Ashleigh, we teach children about Relationships, Sex and Health in the context of a wider PSHE (Personal, Social, Health and Economic curriculum) and our Online Safety curriculum. Please see the RSHE curriculum map for this to see how all elements are covered.

This document sets out some of the key RSE (Relationships and Sex Education) objectives and the vocabulary that children will learn at different stages of their time at Ashleigh. Relationships and Health Education is statutory. **Sex Education only takes place in Year 6 and this is the only non-statutory element of the curriculum.** Parents have the right to withdraw their child from the objectives highlighted in red below. We will always inform you about when we are teaching these objectives.

We teach using a spiral curriculum so that vocabulary will be revisited and concepts will be built upon in an age-appropriate way.

This document should be read alongside our RSHE policy and curriculum map.

Year Group	RSHE objectives	Key Vocabulary
Reception	<p>I can identify comfortable and uncomfortable feelings.</p> <p>I can describe my feelings.</p> <p>I can manage uncomfortable feelings.</p> <p>I can identify ways to keep clean.</p> <p>I know when it is important to wash my hands.</p> <p>I know how to wash my hands.</p> <p>I have thought about things that I like.</p> <p>I have thought about things that I dislike.</p>	<p>Comfortable feeling, uncomfortable feeling, similar, different, like, dislike, private, special</p> <p><b>P</b>RIVATES ARE PRIVATE</p> <p><b>A</b>LWAYS REMEMBER YOUR BODY BELONGS TO YOU</p> <p><b>N</b>O MEANS NO</p> <p><b>T</b>ALK ABOUT SECRETS THAT UPSET YOU</p> <p><b>S</b>PEAK UP, SOMEONE CAN HELP</p>

	<p>I have considered how to make a difficult choice, listening to other people's opinions.</p> <p>I know what private means.</p> <p>I know that some things are done in private.</p> <p>I know that other people need to be private sometimes.</p> <p>I know that some body parts are private.</p> <p>I know that the NSPCC PANTS rule is 'Privates are Private'.</p> <p>I know the people that are special to me.</p> <p>I know what makes people special to each other.</p> <p>I know how special people look after each other.</p>	
1	<p>I can describe my feelings.</p> <p>I understand that people react differently to their feelings.</p> <p>I know that all feelings are OK, but some behaviours are not.</p> <p>I can correctly name the main parts of the body.</p> <p>I can name the private part of the body that boys have.</p> <p>I can name the private part of the body that girls have.</p> <p>I can actively listen to other people.</p> <p>I have thought about ways of communicating effectively.</p>	<p>Emotions, feelings</p> <p>Penis, vulva</p> <p>Communication</p>

	<p>I have considered ways to resolve disagreements through negotiation.</p> <p>I know I am the same as other people in some ways.</p> <p>I know I am different to other people in some ways.</p> <p>I can celebrate the similarities and differences that people have.</p> <p>I know some ways that diseases are spread.</p> <p>I know some ways that I can protect myself from diseases.</p> <p>I know some ways that I can protect others from diseases.</p> <p>I know the people that can help look after me.</p> <p>I have identified people I can ask for help.</p> <p>I can ask for help if I need to.</p> <p>I understand the NSPCC PANTS rule.</p>	<p>Similarities, differences</p> <p>Diseases, bacteria</p> <p>Problem, help</p> <p><b>P</b> RIVATES ARE PRIVATE  <b>A</b> LWAYS REMEMBER YOUR BODY BELONGS TO YOU  <b>N</b> O MEANS NO  <b>T</b> ALK ABOUT SECRETS THAT UPSET YOU  <b>S</b> PEAK UP, SOMEONE CAN HELP</p>
2	<p>I have considered my self-esteem.</p> <p>I can recognise and celebrate my strength.</p>	<p>Self-esteem</p> <p>Confidence</p>

	<p>I have set a goal for myself.</p> <p>I know how a baby grows.</p> <p>I know how I have grown and changed.</p> <p>I know how I might change as I grow older.</p> <p>I know what bullying is.</p> <p>I have considered how bullying can make someone feel.</p> <p>I know what to do if I am bullied or I see someone else being bullied.</p> <p>I know that I am uniquely special.</p> <p>I know that there are lots of different types of families.</p> <p>I do not feel under pressure to be different to who I am.</p> <p>I know that that there are different types of touch.</p> <p>I understand that people need personal space.</p> <p>I understand that some touches are unsafe and know how to respond to these.</p> <p>I know what a secret is.</p> <p>I know what a surprise is.</p> <p>I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.</p> <p>I understand the NSPCC PANTS rule.</p>	<p>Egg</p> <p>Foetus</p> <p>Bullying</p> <p>Unique, special, similarities, differences</p> <p>Personal space, privacy , unwanted touch, permission</p> <p>secret, surprise</p> <p><b>P</b>RIVATES ARE PRIVATE</p> <p><b>A</b>LWAYS REMEMBER YOUR BODY BELONGS TO YOU</p> <p><b>N</b>O MEANS NO</p> <p><b>T</b>ALK ABOUT SECRETS THAT UPSET YOU</p> <p><b>S</b>PEAK UP, SOMEONE CAN HELP</p>
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<p>3</p>	<p>I understand the term self-esteem and know why it is important to have high self-esteem.</p> <p>I can recognise some of my strengths.</p> <p>I have set an aspirational personal goal for myself.</p> <p>I understand that friendships can change.</p> <p>I can use empathy and confidence to deal with unkindness in an assertive way.</p> <p>I understand how my body might change as I grow and develop.</p> <p>I can celebrate everybody's physical uniqueness.</p> <p>I know how to keep my body clean and hygienic.</p> <p>I know what a relationship is and the different types of relationships that people enjoy.</p> <p>I can identify the different types of relationships that I am in.</p> <p>I have considered ways people show that they care for each other within a relationship</p> <p>NSPCC PANTS rule</p> <p>I know the scientific names for private parts.</p> <p>I know that it is my right to decide who can touch my body.</p> <p>I know how to respond if someone touches my body without my permission.</p> <p>I can identify a secret and a surprise, understanding the difference.</p>	<p>Aspiration, compliment, self-esteem</p> <p>Empathy, confidence, assertive</p> <p>unique</p> <p>Penis, vulva, hygiene</p> <p>Relationship, friendship, peer pressure</p> <p>Private, penis, testicles, vulva, vagina</p> <p><b>P</b> RIVATES ARE PRIVATE  <b>A</b> LWAYS REMEMBER YOUR BODY BELONGS TO YOU  <b>N</b> O MEANS NO  <b>T</b> ALK ABOUT SECRETS THAT UPSET YOU  <b>S</b> PEAK UP, SOMEONE CAN HELP</p>
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	<p>I know that it is OK to keep a surprise and that it is important to share a secret that upsets me.</p> <p>I have considered ways of sharing a secret appropriately.</p>	<p>Surprise, secret</p>
<p>4</p>	<p>I can recognise a wide range of emotions, and identify factors that affect emotions.</p> <p>I have considered strategies to help manage my emotions.</p> <p>I have thought about ways to recognise and respond to other people's emotions.</p> <p>I know how a baby develops.</p> <p>I know how my body has changed so far and how it might change in the future.</p> <p>I can recognise that some things can be done in public and some things should only be done in private.</p> <p>I have thought about different types of touch within relationships and how to respond.</p> <p>I have thought about types of behaviours within relationships and how to respond.</p> <p>NSPCC PANTS rule</p> <p>I know the scientific names for private parts.</p> <p>I know that it is my right to decide who can touch my body.</p> <p>I know how to respond if someone touches my body without my permission.</p>	<p>Emotions, empathy</p> <p>Foetus, puberty</p> <p>Public, private</p> <p>penis, testicles, vulva, vagina</p> <p><b>P</b>RIVATES ARE PRIVATE</p> <p><b>A</b>LWAYS REMEMBER YOUR BODY BELONGS TO YOU</p> <p><b>N</b>O MEANS NO</p> <p><b>T</b>ALK ABOUT SECRETS THAT UPSET YOU</p> <p><b>S</b>PEAK UP, SOMEONE CAN HELP</p>

	<p>I can recognise situations that I will need help to manage.</p> <p>I know who I can ask for help.</p> <p>I have practised asking for help.</p>	Peer pressure
5	<p>I understand how puberty may affect my emotions. I have considered how my changing emotions may affect me.</p> <p>I know how to respond to emotions.</p> <p>I can discuss what a healthy friendship looks like and how to stand up to peer pressure.</p> <p>I know how the female and male bodies can be affected by puberty.</p> <p>I have thought about how these body changes might make people feel about themselves.</p> <p>I know what periods are and how to prepare for this change.</p> <p>I understand that everyone has the right to be treated equally.</p> <p>I know what discrimination is and the protected characteristics of the equality act.</p> <p>I can identify the relationships that I am in.</p> <p>I can recognise healthy and unhealthy relationships, and how these can make me feel.</p> <p>I recognise the skills to respond to an unhealthy relationship.</p>	<p>Puberty, emotions</p> <p>Peer pressure, bullying</p> <p>Periods, menstruation, fallopian tube, womb, vagina, pubic hair, breasts, testicles, penis, vaginal discharge</p> <p>Discrimination, protected characteristics, bullying</p>
6	<p>I can recognise that images in the media, including online do not always reflect reality.</p>	Body image

	<p>I understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves.</p> <p>I have considered ways to feel positive about myself and celebrate my body.</p> <p>I know how the female and male bodies can be affected by puberty.</p> <p>I have thought about how these body changes might make people feel about themselves.</p> <p>I know what wet dreams are.</p> <p>I have considered a range of problems that may affect people of my age.</p> <p>I have identified different sources of help, advice and support for a range of problems.</p> <p>I feel confident to ask for help and to help other people to ask for help if needed.</p>	<p>Erection, wet dream, semen, ejaculation, menstruation,</p> <p>Problems, support, help, trust</p>
6	<p><i>(Non-Statutory lesson – parents have the right to withdraw)</i></p> <p>I can identify the sexual organs of a man and a woman.</p> <p>I know how a man and a woman have sexual intercourse.</p> <p>I understand how sexual intercourse can lead to reproduction.</p>	<p>Vocabulary used in this lessons will include:</p> <p>Scrotum, foreskin, penis, testicles, sperm ducts, epididymis, urethra</p> <p>Vulva, labia, clitoris, vagina, fallopian tubes, ovaries, uterus</p> <p>Sexual intercourse, reproduction, conception, egg sperm</p>

This long term plan should be read alongside the school's policies for:

- Safeguarding
- RSHE Policy
- Online Safety (currently being revised)

PSHE should always be adapted to the needs of the individual class and therefore there may be times where teachers need to add or change a lesson to respond to a situation.

Do I have to use the resources suggested?

**Highlighted in red** - use this resource to deliver the content.

**Highlighted in yellow** - please cover the objectives from this resource, but you may wish to adapt the activities.

**Ashleigh Guiding Star Focus**

Most classes will be covering this theme for the month and so some assemblies will have this focus. Golden tickets should be used throughout the year to reinforce these values.

September	Confidence
October	Empathy
November	Teamwork
December	Safety
January	Responsibility
February	Perseverance
March	Confidence
April	Empathy
May	Teamwork
June	Safety
July	Responsibility
Transition	Perseverance

Resource Name	Login/ where is it saved?
Project Evolve- Online Safety	Set up your own username and password <a href="https://projectevolve.co.uk/sign-in/">https://projectevolve.co.uk/sign-in/</a>
PSHE Association	username – hmeek@ashleighprimary.net password - Ashleigh2022
PSHE Association Drugs and Alcohol	Curriculum Space- RSHE- Resources
PSHE Association Inclusion, Belonging and addressing extremism	Curriculum Space- RSHE- Resources
PSHE Association Mental Health and Emotional Wellbeing	Curriculum Space- RSHE- Resources
RSE Lessons- RSE Solution	Curriculum Space- RSHE- Resources
Zones of Regulation	Curriculum Space- RSHE- Resources +Year group folders
Premier League Stars Resources	<a href="https://plprimarystars.com/">https://plprimarystars.com/</a> Free sign up
Zones of Regulation	<a href="http://www.socialthinking.com/d/R2E4ZFRC">www.socialthinking.com/d/R2E4ZFRC</a> Also saved on Curriculum Space- RSHE Resources

## Zones of Regulation

### Key teaching points for all Zones of Regulation lessons.

All of the four zones are ok and we all will experience all of them at different times. The zones are not 'good' or 'bad' but instead are a way of sorting the intensity of feelings and the levels of alertness we all experience.

The **blue zone** describes low level energy and down feelings like sad, tired, sick or bored

The **green zone** describes when we feel calm energy and in control. We might feel happy, focused, content or proud in the Green zone.

The **Yellow Zone** describes when our energy starts to get higher and our feelings get a little bigger. We might be feeling embarrassed, silly, excited, frustrated or wiggly in the Yellow Zone

The **Red Zone** describe when we have extremely high energy and big, intense feelings. We might feel really, really happy or elated, really angry or furious, panicked, devastated, terrified or out of control.

## Reception

Within our EYFS, PSHE and citizenship is an integral part of children's learning and is embedded throughout the curriculum. Children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/RSHE at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The objectives taught are covered in the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

**Reception will also have 1 or 2 Zones of Regulation sessions per week (See sections with blue background)**

Below is a brief overview of which Ashleigh Guiding Star will be covered at specific points throughout EYFS and how they will then be taught explicitly during planned circle times throughout the year. Due to PSHE being embedded within our curriculum and an integral part of our EYFS, a lot of the key teaching points listed below will be covered more frequently than mapped or may occur at different times to those mapped here.

Ongoing social skills: Use people's names; smile; please and thank you; eye contact, give and receive compliments.

Zones of Regulation – Autumn Term -Which zone is this feeling in?						
How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
EYFS  <b>1 Zones lesson per week Autumn Term</b>	Lesson 1 (ZOR)	Which zone is this feeling in?	Blue Zone Yellow Zone Red Zone Green Zone  Feelings Energy  Sad Tired happy Worried Scared Excited Angry Terrified	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.  The blue zone describes low level energy and down feelings like sad, tired, sick or bored  The green zone describes when we feel calm energy and in control. We might feel happy, focused, content or proud in the Green zone.  The Yellow Zone describes when our energy starts to get higher and our feelings get a little bigger. We might be feeling embarrassed, silly, excited, frustrated or wiggly in the Yellow Zone  The Red Zone describe when we have extremely high energy and big, intense feelings. We might feel really, really happy or elated, really angry or furious, panicked, devastated, terrified or out of control.	Introduce the zones by having a wall display with the colours.  Introduce one feeling at a time over 8 weeks.  Each time aa new feelings is introduced encourage children to use the phrase below and relate to real life examples.  "I feel ___ when ___"	By the end of the lesson children will have contributed to making a wall display.  Reproducible D/E Feelings Faces Feelings words Zones of Regulation display heading. Backing paper/ Card-yellow/red/green/blue
	<b>Ashleigh Guiding Star</b>	<b>Key Question</b>	<b>key teaching points</b>		<b>Online safety question</b>	<b>Resources</b>
Sept	Confidence	What makes us special?	We are all different, all equal and all learning.  There are some ways that people can be the same as each other and some ways that we are different  Everyone should feel OK to be themselves.			RSE Lesson 2 (you do not need to use these specific activities as it will be necessary to be led by the needs of the class and a circle time discussion may be more appropriate)

All Different, All Equal, All Learning

					'Along Came a different' - Tom Mclaughlin
October	Empathy/ Teamwork	Why is it sometimes hard to share?	<p>Sharing can sometimes be really difficult, especially if it is something that we really like.</p> <p>Sharing is part of being a good friend and when other people share with us we have fun and feel special so it is kind to do the same.</p>	<p>What does online mean? What does it mean to share something online?</p> <p>Some information about us is personal and should not be shared online (name, age, address, birthday)</p>	Project Evolve – Self Image and Identity / Online reputation/ Privacy and security
November	Teamwork	Who is special to me and how do I look after them?	<p>There are some people in our lives who are special to us. Someone who is special to us cares for us and thinks about how we feel. They make us feel good about ourselves most of the time. A parent may have to teach you right and wrong so you may sometimes be told off, but you will still be loved by them and feel special.</p> <p>Safe hand- we can all show who our safe adults are on our hands.</p> <p>The way we act towards others can show them that we care about them.</p>	<p>How can people talk to each other using the internet? Technology can help us communicate with people who are special to us who we do not see as much.</p> <p>We can use apps, phone calls, messages and video games to talk to other people. It is important to ask adults before using any of these things.</p>	<p>RSE lesson 6</p> <p>Project Evolve- Early Years- Online Relationships</p>
December	Safety	What helps us stay safe?	<p>Sometimes there are rules which are there to keep us safe.</p> <p>To cross the road safely you must stop, look, listen and think.</p> <p>We keep ourselves safe by not speaking to strangers. There are some people who do jobs that mean that they can help us (police, doctors, teachers etc.) If we are worried or feel unsafe, we should speak to a trusted adult</p>	How do we keep safe online?	<p>Project Evolve – Self Image and Identity / Online reputation/ Health Wellbeing and lifestyle.</p> <p>5 Safe adult hand</p>

Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
EYFS 5 x zones lessons	Lesson 5	How do we expect people to behave at Ashleigh?	Blue Zone Yellow Zone Red Zone Green Zone  Feelings Energy  Sad Tired happy Worried Scared Excited Angry Terrified	At Ashleigh we have three reminders. These tell us what the 'expected behaviour' in school is.  When people follow the expected behaviours, other people feel calm and happy.  When we do not follow the expected behaviours, this is unexpected and it makes other people feel uncomfortable, unsafe or confused.	<b>1 lesson on each of the zones where children explore the impact of expected and unexpected behaviour on others and construct some mini social stories for the class.</b>  When I feel ____ I am in the ____ zone. This is OK.  Sometimes I want to ____ but this makes other people feel unsafe, confused or uncomfortable.  When I am in the ____ zone, I can _____. This makes other people feel calm and happy.	

	Ashleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
January	Responsibility	What does private mean?	Private is when we do not share something with anyone else, or with only a few people who we trust. We may choose to keep some things private.  There are some places which are private (somewhere you are alone or with family) and some places which are public (there are other people around)  There are some things that we should only do in private (go to the toilet, have a bath)  Sometime people want to be alone. This does not mean that they do not like us, but they may need some space because of the way they are feeling.  PANTS		RSE Lesson 5 NSPCC PANTS rules lesson – inform parents that this is being covered

			Privates are Private Always remember your body belongs to you. No means No Talk about secrets that upset you. Speak up, someone can help.		
February	Perseverance	What should I do when I make a mistake?	Making mistakes is something that we all do. The important thing is that you take responsibility for your mistakes and learn from them.  When we make a mistake in our learning, we should keep on trying as this is how we learn.		Peter H Reynolds- The Dot Giles Andreae- Giraffe's Can't Dance

**Zones of Regulation : Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
EYFS  5 x zones lessons		What do stories teach us about how to get back to the green zone?	Vocab taught in Autumn term: Sad Tired happy Worried Scared Excited Angry Terrified	<p>It is normal for people to experience all of the different zones. Everyone experiences feelings differently. Their bodies might feel different.</p> <p>It is a great idea to get to know how your body feels when you move between the zones so that you can have more control over which zone you are in.</p>	Share a short story each session and encourage the children to identify. Focus on the feelings taught this year:  Sad , Tired , happy. Worried Scared ,Excited ,Angry, Terrified  <ol style="list-style-type: none"> <li>1. The zone the character is in.</li> <li>2. The feelings word to describe this.</li> <li>3. How you know how they are feeling from their bodies.</li> <li>4. How the character got out of the zone and returned to the green zone.</li> </ol>	Example stories on Curriculum Space – can also use AI to generate stories specific to the class.

						You could use the very short stories saved in RSHE resource folder OR use real books- or add this to a talk through stories session.	
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	Ashleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
March	Confidence	What do I like?	It is good to be you and it is OK to like and dislike different things. It is important to think for ourselves and not just do what our friends do. Sometimes we have to think for ourselves and make difficult decisions.		RSE Lesson 4 Nick Sharratt- You Choose Nick Sharratt- Red Rockets and Rainbow Jelly <a href="https://www.youtube.com/watch?v=-BKVZWWUvE">https://www.youtube.com/watch?v=-BKVZWWUvE</a>
April	Teamwork	Why do adults keep asking me to say please and thank you?	Using manners is a way to show kindness to others. It shows that we care for other people.		Steve Antony- Please Mr Panda
May	Teamwork/ Perseverance	What should I do if my friend says they don't like me anymore?	Sometimes friends fall out and this can make you feel upset, lonely or maybe even angry. It is normal to feel lonely sometimes. It is important to take a deep breath, talk about the problem and how it made you feel.  It is also really important to admit to your friends when you did something wrong and to say sorry.		Zones of Regulation  Practise apologising using scripts. When someone says "sorry" say "thank you for saying sorry".

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Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?						
How long to spend	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources

on this section						
<b>EYFS</b>  <b>Approx. 1 Lesson per week (summer term)</b>	Lesson 12	How big is this problem?	Little problem  Medium problem  Big problem  Turtle strategy	<p>Sometimes problems feel really big and our bodies can forget that we have managed tricky things before.</p> <p>When we work with other people or playing a game together, sometimes we come across little problems.</p> <p>Problems require different reactions, emotions and solutions based on their size.</p> <p>Some problems are little and can be ignored. Small problems do not usually last long and so they do not need a red zone reaction.</p>	<p>Lesson 1: Reminders of strategies for calming. This can include: 'The Turtle' (Stop, take a breath, say the problem and how it made you feel), breathing strategies and using scripts.</p> <p>Lesson 2: Introduce the idea of scaling 'problems' 1-5 using examples relevant to the pupils in the class. You could use drama/ picture prompts to introduce examples and model putting these on a scale of 1-5. 1= Little problems (only affect one or two people and can be ignored or solved in a matter of minutes) 3= Medium problems – Problems that some people share that are able to resolve in a hour to a couple of days. 5- Big problems that many people share and have no easy or quick solution.</p> <p>Lesson 3: Sorting activity to complete as a class/ as a small group activity – children are given a range of 'problems' and need to spot the 'small problems' which could be sorted out quickly or ignored. e.g. not being first in the line, not winning a game, not getting the colour of plate you were hoping for at dinner.</p> <p>Lesson 4: Problems and reactions- matching scenarios with the expected zone and feelings that someone might feel and naming these.</p> <p>Lesson 5: <i>What happens when I have a red zone reaction to a small problem?</i></p>	Zones of Regulation turtle  picture prompts for a range of scenarios  Feelings faces display

					<p>Class discussion about the consequence of having a large reaction to a small problem. This is unexpected behaviour and other people are confused.</p> <p>Share example scenarios (could use teacher in role) where people have big reactions to small problems and children offer alternative solutions.</p> <p><b>PLEASE NOTE – There is space in the planning at the end of the year to allow for additional zones lessons focusing on transition.</b></p>	
June	Responsibility	What helps us stay safe and healthy?	<p>We wash our bodies with water and soap to keep clean. Washing can help to stop germs spreading. This can help us protect ourselves and others from becoming ill.</p> <p>We wash our hands before and after some activities (going to the toilet, eating, stroking animals, sneezing etc.)</p> <p>We know how to follow steps to wash hands properly and for long enough (sing happy birthday twice)</p>	<p>What rules can help me stay safe and healthy when using technology?</p> <p>I can say who my 5 safe adults are who I can talk to if I see something that worries me.</p> <p>It is good to take breaks from technology.</p> <p>You should always ask before using technology so that adults can help to keep you safe.</p>	Project Evolve- EYFS- Health, Wellbeing and Lifestyle.	
July	Responsibility	What helps us stay healthy	<p>I know that some foods are healthy and some are unhealthy and that unhealthy foods should only be eaten as part of a balanced diet.</p> <p>I know some of the risks involved in not eating healthy foods (e.g. tooth decay)</p>		Zones lesson should move to a focus on transition	
Transition	Engagement	What might it like to be a Year 1?	<p>Next year some things will be the same and some will be different. This is part of growing up. You might feel nervous or excited. You will still have Ashleigh adults who care for you and will always help you.</p>		Zones lesson should move to a focus on transition	

**YEAR 1**

This PSHE curriculum should be taught for 30 minutes per week. **Year 1 will also have 1 or 2 x 20 minute Zones of Regulation sessions per week. Zones of Regulation planning is highlighted with a blue background below.**

**Ongoing social skills:** Use people's names; smile; please and thank you; eye contact, give and receive compliments.

**Zones of Regulation - Stage 1 – Autumn Term - Which zone is this feeling in?**

Year group How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 1 1 Zones lesson per week Autumn Term	ZOR Lesson 1	Which zone is this feeling in? How does this feel in my body?	Previously taught: Sad Tired happy Worried Scared Excited Angry Terrified  New feelings: Sick Bored Calm Okay relaxed	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.  We feel feelings in different parts of our bodies and everyone feels things differently. This is OK.	Introduce the zones by having a wall display with the colours.  Children are presented with the previously taught feelings and sort these into the zones as a class or in a small group.  Introduce one new feeling at a time over 10 weeks.  Each time a new feeling is introduced, encourage children to use the phrase below and relate to real life examples.	By the end of the lesson children will have contributed to making a wall display.  Reproducible D/E Feelings Faces (previously taught and new) Feelings words Zones of Regulation display heading. Backing paper/ Card- yellow/red/green/blue

			Silly Upset Confused Wild Furious		"I feel ___ when ___"  They should also act out the feeling and talk about where they feel it in their body. I feel ___ in my ___ because ___ E.g. I feel calm in my head because my brain is quiet. I feel calm in my chest because it feels full of air.	
	<b>Ashleigh Guiding Star</b>	<b>Key Question</b>	<b>key teaching points</b>	<b>Online safety question</b>	<b>Resources</b>	
Sept	Confidence	What is the same and different about us?	Everyone is valuable. All different, All equal.  I know what I like and dislike and what I am good at. I know that I am unique.  It is important to look after myself and others.  Use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.		RSE Lesson 4 RSE Lesson 2- This lesson involves naming of body parts and so you should inform parents in advance so that they can support discussions at home. They do not have the right to withdraw as this is seen as part of the Science curriculum. NSPCC PANTS rules lesson - inform parents that this is being covered	
October	Empathy		During the month of Empathy – additional time can be given to the Zones of Regulation plan above	Who can help me if I feel upset about something I see online?	The Colour Monster- Anna LLenas  Zones of Regulation- You may do extra Zones of Regulation lessons this month  Project Evolve- Year 1- Self-image and identity	
November	Teamwork	Who is special to us?	All families are different. Families should be filled with love and care for one another.  If you feel unhappy or unsafe with family it is important to tell a safe adult (Name 5 safe adults on your hand)		Picture Books: The Great Big Book of Families- Mary Hoffman  The Family Book- Todd Parr	

December	Safety	Who helps to keep us safe?	Some people have jobs that help to keep us safe.	Why do I need to ask before using the internet?	RSE Lesson 6 Project Evolve- Year 1 –Online relationships OR privacy and security. Twinkl- People who help us PowerPoint
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Zones of Regulation- Spring 1 – What are expected and unexpected behaviours?						
How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 1 5 x zones lessons	ZOR Lesson 5	How does where we are change how others expect us to behave?	Expected behaviour  Unexpected behaviour	<p>Sometimes the expected behaviour in a zone depends on where we are. When people follow the expected behaviours for the situation, other people feel calm and happy.</p> <p>When we do not follow the expected behaviours, this is unexpected and it makes other people feel uncomfortable, unsafe or confused.</p> <p>At Ashleigh we have three reminders. These tell us what the 'expected behaviour' in school is.</p>	<p>The first lesson should help the children to define what expected and unexpected behaviour is.</p> <p>Group Venn diagram sorting activity of expected behaviours in the classroom and expected behaviour on the playground The things in the middle will be expected all of the time (e.g. three reminders)</p> <p>Expected behaviours in the classroom: -walking -indoor voice -Using silent signals</p> <p>Expected behaviours on the playground: -running around -loud voice to call your friend -Stopping when you hear the bell</p> <p>Expected behaviours in both: -helping someone if they are hurt</p>	

					<p>-Looking after everyone, everything          -Following adult instruction straight away          -Showing respect and good manners.          -Picking up rubbish from the floor</p> <p>They should then have a lesson on each of the zones, where they are reminded of the feelings linked to the zone and should identify how different places/scenarios come with different expectations for behaviour and the impact of this behaviour on others.</p> <p><b>Children can work in groups to come up with suggestions for the underlined for each of the zones:</b>          When a child in the <u>red</u> zone during a lesson and their behaviour is expected they might: <u>ask to take a break, take deep breaths or speak to an adult.</u>          This makes others feel: _____          When their behaviour is unexpected they might <u>shout, throw something or hurt others.</u> This makes others feel _____</p>	
January	Responsibility	How can I keep myself safe?	<p>I know how to get help if I am feeling unsafe (stranger danger, calling 999, identify 5 safe adults on my hand)</p> <p>To cross the road safely you must stop, look, listen and think</p>	What is personal information?	<p>RSE lesson 6 extension (calling 999)</p> <p>Project Evolve- Online Reputation</p> <p>Stranger Danger – twinkl PowerPoint available</p> <p>Watch 'Rhian's day ' heartstart video (youtube) and discussion / role play what to do in an emergency –          – also discuss other reasons for calling 999</p> <p><a href="https://www.think.gov.uk/resource/crossing-roads/">https://www.think.gov.uk/resource/crossing-roads/</a></p>	
February	Responsibility	What helps us to stay healthy?	<p>There are people that can help me stay healthy (parent doctor, dentist)</p> <p>Medicines can sometimes be used to keep people healthy.</p>		<p>RSE Lesson 5</p> <p>Project Evolve- Health Wellbeing and Lifestyle- to introduce the balance of health and wellbeing and technology</p>	

I need to take responsibility for keeping myself clean and healthy every day.

**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 1  5 x zones lessons		What do you do if you feel stuck in a zone?	Vocab taught in Autumn term: Sick Bored Calm Okay relaxed Silly Upset Confused Wild Furious	It is normal for people to experience all of the different zones. Everyone experiences feelings differently. Their bodies might feel different.  It is a great idea to get to know how your body feels when you move between the zones so that you can have more control over which zone you are in.	Share a short story each session and encourage the children to identify. Focus on the feelings taught this year:  Bored, Calm, Silly, Confused, Furious  1. The zone the character is in. 2. The feelings word to describe this. 3. How you know how they are feeling from their bodies. 4. How the character got out of the zone and returned to the green zone.  You could use the very short stories saved in RSHE resource folder OR use real books- or add this to a talk through stories session.	Example scenario stories saved on Curriculum Space- RSHE Resources
March	Teamwork	"This game is only for two people" what does it feel like to be left out?	Including other people is important because everyone deserves to be valued and have friends. Not everyone will have the friends they would like all of the time and it is normal to feel lonely sometimes.	How can I choose kindness online?	RSE Lesson 3	Project Evolve- Self-image and identity or Online Bullying

			It is important to always check if your friends are happy and comfortable with the games you are playing.  Always ask permission.		"Everyone's welcome" by Patricia Hegarty and Greg Abbott. "Can I join your club?" by John Kelly
April	Empathy		During the month of Empathy – additional time can be given to the Zones of Regulation plan above		Zones of Regulation lessons  Introduce 5 Ways to Wellbeing as a way of finding peace on a bad day. <b>Connect, Be Active, Keep Learning, Give, and Take Notice</b>
May	Teamwork/ Perseverance	Why can't I be first in the line every time?  Is it OK to lose a game?	It is important to show respect and think of others. It is kind to have good manners and be patient.  Sometimes we can feel frustrated or disappointed if we lose a game or something goes wrong. This is ok but we should always choose kindness.  Sometimes computer games do not feel like real life. We should still remember to choose kindness.	How might I react if I lose a computer game?	Project Evolve- Online relationships.

Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?						
How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 1  1 Lesson per week	ZOR Lessons 11+12	How does my zone affect how I feel how big a	Previously taught vocabulary: Little problem	Being able to recognise when I am in the Yellow Zone is a really useful skill because then I can use a tool to move to the green zone before I become less in control in the red zone.	<b>Lesson 1- what tools are in my calming toolkit?</b>  Reminders of strategies for calming. This can include: 'The Turtle' (Stop, take a breath, say the problem and how it made you feel), breathing strategies and using scripts. Children could make their own visual toolkits.	Zones of Regulation turtle image

<p><b>During Summer 2 – Zones of Regulation lessons may shift to focus on transition.</b></p>		<p>problem is?</p>	<p>Medium problem  Big problem  Turtle strategy</p>	<p>Sometimes problems feel really big when I am in the red zone when they are actually small. It's important to learn to calm our bodies and brains so that we can remember that we have managed tricky things before and that little problems do not usually last long.</p> <p>If we are able to scale our problems and use our words to communicate our feelings, we will get on better with others.</p>	<p><b>Lesson 2</b> Each child to create their own social story about yellow zone- they can illustrate this or use symbols using their toolkits from last lesson as a reference.</p> <p>When I am in the yellow zone I may feel: _____ (excited, anxious, scared, confused) I may need to stop and calm my body. I can calm my body by _____ This makes others feel OK and safe. This makes me feel better.</p> <p><b>Lesson 3</b> Revise the idea of scaling a problem 1-5 Sorting activity to complete as a class/ as a small group activity – children are given a range of 'problems' and need to sequence these from the 'small problems' to the big problems: e.g. 1 (little problems which could be ignored)- I didn't get to sit next to my friend at lunchtime. 2-(a problem that does not take long to solve) I forgot my packed lunch on the school trip 3-(a medium problem that some people share and sometimes take longer to solve) I got into a fight with my brother 4- Someone fell over and is injured, they need to go to hospital 5- (problems that many people share and there is no quick, easy or pleasant solution) There was a fire and lots of people were seriously hurt.</p> <p><b>Lesson 4+5 (This lesson may be repeated for each of the zones if further embedding of scripts is needed)</b> Practise using scripts for communicating with others when a small problem comes up – Teacher to add relevant scenarios.</p> <ul style="list-style-type: none"> <li>Someone says that their game is only for 2 people and so you cannot play</li> </ul>	<p>Social story templates</p> <p>Scenarios for sorting</p>
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					<ul style="list-style-type: none"> <li>Your teacher didn't choose you when you had your hand up</li> <li>You came last in a running race</li> <li>You didn't get a turn with a skipping rope at playtime</li> </ul> <p>Children use role play to practise the following scripts:  I feel ____ I need_____  I feel____ when ____ Next time can we____  I feel ____ when ____ I wonder if we could try____</p>	
June	Responsibility	What can we do with money?	<p>Money is something that can be earned, borrowed, won or given.</p> <p>There is a difference between needing and wanting something.</p> <p>People can use banks to keep their money safe.</p>	Is money spent online real money?	<p>NatWest money sense : What coins and notes do we use?</p> <p>NatWest money sense: What are needs and wants?</p> <p>NatWest Money Sense: Where can I keep my money safe?</p> <p>Esafety discussion about spending money online- Project evolve has resources on seeking permission (Online relationships)</p>	
July	Responsibility	How can we look after each other and the world?	<p>Sometimes people can seem very different to us. They might look different, have a different personality or have different beliefs)</p> <p>We should show everyone respect no matter how different we are. Everyone is valuable. All different, All equal.</p> <p>We looked after ourselves, everyone and everything (looking after animals, looking after our world e.g. recycling)</p>		<p>RSPCA – KS1 lesson –looking after pets (cover the 5 freedoms and link to animals on the school farm. RSPCA looking after pets lesson</p> <p>Possible link with recycling in geography?</p> <p>PSHE Association: Inclusion, Belonging and addressing extremism Pack- (saved in resources folder) Lesson 1- sameness and difference (You also need a copy of Giraffe's can't dance/ Elmer or Rainbow Fish)</p>	
Transition	Confidence	How have I changed this year?	Changes happen all of the time. We grow and change and this is a good thing.		Zones of Regulation will also cover this theme.	

		Sometimes changes can make us feel worried and talking with others about these worries can help		
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**YEAR 2**

This PSHE curriculum should be taught for 30 minutes per week. **Year 2 will also have 1 x 20-30 minute Zones of Regulation sessions per week. See planning below.**

**Ongoing social skills:** Use people's names; smile; please and thank you; eye contact, give and receive compliments.

**Zones of Regulation – Autumn Term -Which zone is this feeling in?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 2 1 Zones lesson per week Autumn Term	ZOR Lesson 1	Which zone is this feeling in? How does this feel in my body?	Sad Tired Sick Bored Happy Calm Okay relaxed Worried Scared Excited Silly Upset Confused Angry Terrified Wild Furious	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times. We feel feelings in different parts of our bodies and everyone feels things differently. This is OK.  Being able to sort and name feelings can help me feel more in control.	Introduce the zones by having a wall display with the colours.  Children are presented with 4 pieces of coloured card (yellow, blue, green, red) they have a pot of the previously taught feelings and work as a group to sort the feelings, using the phrase "I think that ___ is in the ___ zone because..."  Introduce one new feeling as a 10-minute starter over 12 weeks.  Each time a new feeling is introduced encourage children to use the phrase below and relate to real life examples.  "I feel ___ when ___"	Me in my Zones booklet – Reproducible L –Zones of Regulation Lesson 6

			New feelings: Exhausted Shy Comfortable Grateful Focussed Frustrated Nervous Jealous Annoyed Overjoyed Out of control panicked		They should also act out the feeling and talk about where they feel it in their body. I feel ___ in my ___ because ___ E.g. I feel calm in my head because my brain is quiet. I feel calm in my chest because it feels full of air.  You may share a story or real life scenarios which relate to each of the feelings.  Alongside learning the new feelings, children also create a 'Zones in Me'- Reproducible L - book about themselves over the term.	
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	Ashleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
September	Confidence	What makes me special?	Everyone is valuable. All different, All equal.  It is good to be unique.  All families are unique and all valuable.		RSE Lesson 1 RSE Lesson 4 Include extension activity on positive talk.
October	Empathy/ Teamwork	"Nobody will play with me today" – How do we help people if they are lonely?	Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		Recap Zones of Regulation Lesson 24 – Lonely  Gorilla- Anthony Brown Mr Big- Ed Vere (see Fiction to support Zones of Regulation for further suggestions)
November	Teamwork	Is saying sorry enough?	Actions speak louder than words. Saying sorry only means something if you act upon it.  "Sorry, but..." is not a real apology.		Practise scripted apologies: When someone says I'm sorry say "Thank you. I appreciate that"

			When someone says sorry say thank you.		
December	Safety	What helps us to stay safe?	<p>Rules are important for keeping us safe (road, fire, cycling, water safety, safety at level crossings. Being safe with medicines)</p> <p>Sometimes the internet is not safe and cannot always be trusted.</p> <p>If you feel unsafe you should talk to an adult that you trust (safe hand)</p>	What is the internet and how do I stay safe online?	<p>PSHE Association KS1 Drugs and Alcohol lessons x3 to be split across December and January</p> <p>Road safety- county or another source (can be booked for another time in the year)</p> <p>Project Evolve- Year 2- online relationships.</p>

### Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 2 5 x zones lessons	ZOR Lesson 5	How does our expected and unexpected behaviour affect other people?	<p>Expected behaviour</p> <p>Unexpected behaviour</p>	<p>What a person does can affect how others feel and think.</p> <p>When people follow the expected behaviours, other people feel calm and happy.</p> <p>When we do not follow the expected behaviours, this is unexpected and it makes other people feel uncomfortable, unsafe or confused.</p> <p>At Ashleigh we have three reminders. These tell us what the 'expected behaviour' in school is.</p>	<p>Children are given a range of scenarios in groups to think of expected behaviours and unexpected behaviours. (in a library, in a classroom, on the playground, at a disco, sports day)</p> <p>Three for tea to share results.</p> <p>Discussion: were there things that were unexpected in some situations, but expected in others? Were there any things which were always expected?</p> <p>After this introductory lesson, spend 1 lesson on each of the four zones identifying expected and unexpected behaviours using</p>	Lesson 5 – reproducible Expected and Unexpected (Pg 70 and 71)

					scenarios, reflecting on how this makes others feel and how this makes others think (based on the Reproducible from Zones book- but you may choose a group activity)	
January	Responsibility	What helps us to grow and stay healthy?	<p>We need to think about food and drink, exercise, sleep and rest to stay healthy.</p> <p>Eating and drinking too much sugar can be bad for your health (including teeth)</p> <p>It is important to protect our bodies from the sun.</p>	Should I play on an x-box all day?	<p>It is important to take breaks from screens to keep fit and healthy.</p> <p><b>RSE Lesson 2</b> – This lesson involves content of how babies grow should share with parents the objectives (letter to be reviewed by headteacher) so that they can support discussions at home. Please note that we are only teaching that a baby grows from an egg and not including the explanation of conception and birth given in activity 1. Parents do not have the right to withdraw as this is seen as part of the Science curriculum. <b>IMPORTANT: do not use the explanation of conception/birth as outlined in Activity 1. If a child asks how a baby is made/ born then we will say that they will learn more about this in KS2 and let parents know that they have asked this. Please consult RSHE lead about this lesson if in any doubt.</b></p> <p><a href="https://www.dentalhealthcare.co.uk/our-team/">https://www.dentalhealthcare.co.uk/our-team/</a> Dr Ranj video age 3-6</p> <p>Twinkl sun safety PowerPoint.</p> <p>PSHE Association KS1 Drugs and Alcohol lessons x3 to be split across December and January</p> <p>Project Evolve- Year 2- Health, Wellbeing and Lifestyle.</p>	
February	Perseverance	"I've finished my work. I got all ticks" Is the first person to finish	<p>We learn through making mistakes and when we find something easy we may not be challenging ourselves enough.</p> <p>"Finishing" your work is not about how quickly you can get a page of ticks, but whether you understand the topic and challenge yourself.</p>		<p><b>"The Koala who Could"</b> by Rachel Bright</p> <p><b>"The girl who never made mistakes"</b> by Gary Rubinstein</p>	

		the best learner?			
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**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 2 5 x zones lessons	ZOR Lesson 7	How does my body feel when I move between the zones?	Sensory circuit Alerting organising calming	<p>It is normal for people to experience all of the different zones. Everyone experiences feelings differently. Their bodies might feel different.</p> <p>It is a great idea to get to know how your body feels when you move between the zones so that you can have more control over which zone you are in.</p> <p>Breathing techniques can be great for moving from the yellow or red zone to the green zone.</p> <p>Alerting techniques can help us move from the blue zone to the green zone.</p> <p>Sensory circuits can help us keep our bodies in the green zone.</p>	<p><b>Lesson 1: Scenarios – which zone would I be in? Which feeling would I have?</b></p> <p>Children are given a range of scenarios to sort with partners. Make sure that these cover the range of feelings taught and real-life situations from the class.</p> <p>Making a funny face at someone on the carpet (silly- yellow) I am alone in my room at night and I hear thunder (scared- red) My friend is sick and can't come to play (disappointed – blue) It's a sunny day and I am playing with my friends (happy-green) I don't know why but I am really sleepy and don't want to play (tired-blue)</p> <p><b>Lesson 2: What might my body feel like?</b> Children could make gingerbread type cut outs to show how their body might feel when given different feelings.</p>	Zones Reproducibles S,T,U

					<p>They could also use drama- they could pick out a feeling from a pot and show their partner with facial expression and body language how they are feeling.</p> <p><b>Lesson 3: What can I do if I am in the yellow or red zone?</b></p> <p>Explore tools for calming- e.g. Box breathing, calming sequence (reproducible S,T,U) Practise these in class together. Make a class toolkit.</p> <p><b>Lesson 4: What can I do if I am in the blue zone?</b></p> <p>Explore tools for alerting- exercise, connecting with others Practise using sensory circuits- what is happening to my body?</p> <p><b>Lesson 5: Review the lessons on changing between zones.</b></p> <p>Children could make mini guides for younger children to give advice of how to move between the zones</p>	
March	Confidence	Will I get in trouble if I tell the truth?	<p>Everyone makes mistakes. Being truthful and owning up to mistakes is important. People respect honesty.</p> <p>Talk about secrets that upset you. Speak up, someone can help</p>	What should I do if I see something that worries me on YouTube?	<p><b>RSE Lesson 6</b></p> <p>Project Evolve- Year 2- Self-image and identity</p> <p><a href="https://www.childnet.com/resources/digiduck-stories/">https://www.childnet.com/resources/digiduck-stories/</a> Stories about online safety scenarios.</p>	
April	Empathy	What is bullying?	<p>There are different types of bullying. It is not just physically hurting someone. Words and actions can affect how people feel.</p> <p>Name-calling, hurtful teasing, bullying and deliberately excluding people is not OK.</p>	Can bullying happen online?	<p><b>RSE Lesson 3</b></p> <p>Twinkl – 'Embrace our differences' PowerPoint</p> <p>Project Evolve- Year 2- Online bullying.</p>	

			<p>Bullying can happen online.</p> <p>If you see bullying happening in person or online, you should get help by telling an adult.</p>		<p><a href="https://www.childnet.com/resources/digiduck-stories/">https://www.childnet.com/resources/digiduck-stories/</a> Stories about online safety scenarios.</p>
May	Teamwork	What makes a good friend?	<p>All friendships have ups and downs, but you can work through this.</p> <p>Violence is never the answer to solving a falling out.</p> <p>I understand the need for personal space and can identify comfortable and uncomfortable touch.</p> <p>If someone makes you feel uncomfortable or unhappy, you should ask for help.</p>		<p>RSE Lesson 5</p> <p>NSPCC PANTS rules lesson – inform parents that this is being covered</p>

**Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
<p><b>Year 2</b></p> <p><b>6 x zones lessons</b></p> <p><b>During Summer 2 – Zones of Regulation lessons may shift</b></p>	ZOR Lesson 14	How do I know I am in the Yellow Zone and what do I do	Toolkit	<p>Being able to recognise when I am in the Yellow Zone is a really useful skill because then I can use a tool to move to the green zone before I become less in control in the red zone.</p> <p>Using a calming tool can turn my whole day around.</p>	<p>Lesson 1: Revise alerting and calming strategies from Spring Term – complete reproducible BB in groups/ share as a class.</p> <p>Lesson 2: Draw a line graph similar to that from Reproducible CC, but without the Stop sign. Model telling a story of things that happened in a day to make</p>	<p>Reproducible BB (complete as a class?)</p> <p>Yellow Zone tools- Reproducible CC</p> <p>Scenarios Pg 144-45 ZOR book</p>

<p><b>to focus on transition.</b></p>		<p>about it?</p>			<p>someone move between the zones. Use feelings words to describe key moments.</p> <p>Give the children another line graph and they tell their partner a story to describe what might have happened to the person throughout the day to explain the shifts in zones using feelings words from the class display.</p> <p>Lesson 3:</p> <p>Refer back to the example line graph from previous lesson. Today is about identifying what tools could be used and when it is best to use these. Partners work together to plot points on the graph where a tool could be used and suggest an idea from the strategy toolkit.</p> <p>Lesson 4:</p> <p>Draw a version of the line graph from Reproducible CC on the board (without stop sign). When is the best place to first try to use a tool from the toolkit? Discuss why it is not ideal to wait until the peak of the red zone to try to use a tool. Discuss how the yellow zone is the prime time to use their tools. Draw a stop sign at the beginning of the yellow zone to show the moment where they should stop and think of what tool to use.</p> <p>Present a scenario that a student had tried a Yellow Zone tool as soon as they got into the yellow zone and ask the children to draw how they think this would change the line graph for the rest of the day.</p> <p>Children then complete reproducible CC worksheet for themselves.</p> <p>Lesson 5/6: Role play lessons – children are given scenarios to act out where someone has not identified yellow zone and used a tool. They then</p>	
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					perform it again but showing how using the tool changed the outcome. Example scenarios are available Pg 144-145 Zones of Regulation book (these will be added to Curriculum Space resources)	
June	Safety	What does private really mean?	<p>PANTS</p> <p>Privates are Private Always remember your body belongs to you. No means No Talk about secrets that upset you. Speak up, someone can help.</p> <p>We must ask for permission for physical contact. It is OK to say no to this and you should talk to a safe adult if you feel uncomfortable. I can name 5 safe adults on my hand.</p>	What should I share online?	<p>NSPCC PANTS rules lesson -- inform parents that this is being covered</p> <p>Project Evolve- Year 2 -online</p> <p>Remind children of the Private Zones of Regulation feeling face.</p>	
July	Empathy	Is it brave to not cry?	<p>All feelings are ok. Everybody feels sad sometimes.</p> <p>We feel feelings in our bodies.</p> <p>I know who to talk to if I feel sad (5 safe adults)</p> <p>Sometimes things can happen and give us big feelings (loss, change, bereavement)It is important to ask for help and share when we are finding our feelings difficult.</p>		<p>Make links to Zones of Regulation lessons</p> <p>PSHE association Mental health and emotional wellbeing pack may supplement Zones of Regulation lessons- There are four lessons on feelings saved in the resources folder and lesson 4 covers change and loss.</p> <p>Signpost parents to Nelson's journey if the child is needing specialist support with bereavement</p>	
Transition	Perseverance	How do I get the job that I want when I grow up?	<p>People have different strengths and interests that can lead them to do different jobs.</p> <p>Getting a job that you want takes hard work and perseverance.</p>	People sometimes use the internet or digital devices in their work.	<p>NatWest Money Sense- Where does money come from?</p> <p>Circle time- What different jobs do people do...</p> <p>My dream job would be...because...</p>	

		<p>How can I help prepare myself for changes ahead of me?</p>	<p>There are lots of different jobs that I could do.</p> <p>People work to earn money to pay for things that they need or want</p> <p>Changes are normal and happen in life. Sometimes they are out of our control. There are some ways we can prepare for change (children can ask questions to send to the new teacher, and make a social story which all children can take home with pictures of their new teachers)</p>		

**YEAR 3**

**This PSHE curriculum should be taught for at least 30 minutes per week.**

**Ongoing social skills:** Use people's names; smile; please and thank you; eye contact, give and receive compliments.

**Zones of Regulation – Autumn Term -Which zone is this feeling in?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 3  Begin each PSHE lesson with 10 minute starter for whole of Autumn Term.	ZOR Lesson 1	Which zone is this feeling in?  How are my feelings and thoughts connected?	Previously taught: Sad Tired Sick Bored Exhausted Shy Happy Calm Okay Comfortable Grateful Relaxed Focussed Worried Scared Excited Silly Frustrated Nervous Upset Confused Jealous	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.  I know that everyone experiences feelings in different ways in their bodies. I know that feelings and thoughts are not the same thing.  I know that feelings are not facts and that thoughts can be challenged.	Introduce the zones by having a wall display with the colours.  Children have 4 pieces of coloured card (yellow, blue, green, red) they have a pot of the previously taught feelings and work as a group to sort the feelings, using the phrase "I think that ___ is in the ___ zone because..."  Introduce one new feeling at a time over 8 weeks and add to a whole class display.  Each time a new feeling is introduced encourage children to use the phrase below and relate to real life examples.  "I feel ___ when ___" "My ___ thoughts are: ___"  e.g. I feel nervous when I have to speak in front of the class. My	Reproducible D/E Feelings Faces (previously taught and new) Feelings words Zones of Regulation display heading. Backing paper/ Card-yellow/red/green/blue

			<p>Annoyed Angry Terrified Wild Overjoyed Out of control Furious panicked</p> <p>New Feelings: Hurt Depressed Content Hopeful Anxious Overwhelmed Elated Devastated</p>		<p>nervous thought is "I can't do this. I might get it wrong"</p> <p>The rest of the children can help challenge the thought by using the phrase "I feel better when I remember that..." (e.g. I feel better when I remember that mistakes can help me learn)</p> <p>They should also act out the feeling and talk about where they feel it in their body. I feel ___ in my ___ because ___ E.g. I feel calm in my head because my brain is quiet. I feel calm in my chest because it feels full of air.</p> <p>Children may draw on a gingerbread style outline and annotate where they feel the feeling.</p> <p>You may share a story or real life scenarios which relate to each of the feelings.</p>	
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	Ashleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
September	Confidence	<p>Why must you show yourself respect?</p> <p>What are families like?</p>	<p>Self Esteem Positive self-talk. Respecting others.</p> <p>Everyone is valuable. All different, All equal.</p> <p>Understand how families may be structured differently, but the common theme should be love and care for one another. Notice that families often have shared experiences.</p> <p>How to get support if relationships are making them worried, unhappy or unsafe (5 safe adults)</p>		<p>RSE Lesson 1</p> <p>RSE lesson 3</p> <p>Share – 'The big book of families and have a circle time around types of families.'</p>

October	Teamwork	Why don't you like me anymore?	<p>Changing friendships. Making new friends. Being kind. Dealing with unkindness in an assertive way. Using empathy and confidence to deal with unkind behaviour.</p> <p>Friendships change and end over time but new friendships are always possible. I can't control other people. I can be a good friend.</p> <p>People can do many unkind things. If we understand more about this, it doesn't have to hurt us.</p> <p>I can recognise when a friendship is making me unhappy or feel uncomfortable or unsafe. I know who I can ask for help. (5 safe adults on hand)</p>	Would you say that to my face?	<p>RSE Lesson 3 – extension</p> <p>Project Evolve- Year 3- online relationships (Permission seeking and hurting feelings online)</p>
November	Empathy	<p>What is bullying?</p> <p>What is Racism?</p>	<p>Don't be a bystander. S.T.O.P. Bullying.</p> <p>Just because someone is unkind to you doesn't necessarily mean it's bullying. Just because you're not 'doing anything' doesn't mean that it isn't bullying.</p> <p>3Ps of bullying Power Purpose Persistent</p> <p>Racism is when someone is treated differently because of their race, ethnicity, nationality or colour.</p> <p>We aren't all the same and the world would be a very boring place if everyone was the same.</p> <p>we can learn from people with different backgrounds and cultures to us.</p>	What is online bullying?	<p>Project Evolve- Year 3- online bullying</p> <p><a href="https://www.bbc.co.uk/cbbc/quizzes/own-it-wait-is-that-mean-quiz?collection=anti-bullying-week">https://www.bbc.co.uk/cbbc/quizzes/own-it-wait-is-that-mean-quiz?collection=anti-bullying-week</a></p>

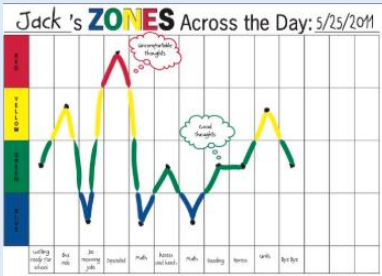
			The human race is diverse and that's a good thing. We do not need to point out someone's differences to them, because we are all different.		
December	Engagement	Why do we bother with table manners?	Manners, using cutlery and table manners.  There is a way of eating which is pro-social. Being pro-social is a way of being part of a community.	Who is in my online community?	Project Evolve- Year 3- online relationships (Describe how people with similar like and interests get together online + What does it mean to 'know' someone online?)

### Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 3 2 x zones lessons	ZOR Lesson 5	You are becoming who you are going to be... so be kind!	Expected behaviour  Unexpected behaviour  Social rules	Behaviour is a word we use to describe the way we act. Sometimes we want to categorise this as 'good behaviour' and 'bad behaviour' but it is not this simple. Some behaviour depends on the situation and so it is useful to think about expected and unexpected behaviour.  Sometimes there are social rules which can be hidden and we need to learn expected behaviours to help other people feel safe and calm.  For example, it is <u>expected</u> to shout loudly for help in an emergency, but it is <u>unexpected</u> to shout loudly in the classroom during a lesson.	<b>Lesson 1: Define 'expected' and 'unexpected' behaviours</b> -Does it follow the social rules of the situation? -How does it make others feel?  Sorting activity in groups: expected or unexpected behaviour. Add in scenarios to include things that are specifically useful to this class. <ul style="list-style-type: none"> <li>Putting your hand up to ask to go to the toilet on the school field.</li> <li>Ripping up someone else's work.</li> <li>Shouting loudly for help when someone is hurt.</li> <li>Sitting quietly in the classroom when everyone is reading.</li> <li>Hiding under a desk in a lesson.</li> </ul>	Reproducible 1 – thinking and feeling about expected behaviour

					<p>Are there any scenarios which could be rewritten to change them from expected to unexpected if it were different social situation?</p> <p>e.g. "Hiding under a desk in a lesson." Is unexpected and makes others confused or worried.  "Hiding under a desk at home during game of hide and seek" is expected and makes people feel happy or excited.</p> <p><b>Lesson 2:</b></p> <p>Each group has a different zone to work on and an example scenario – sugar paper – examples of expected and unexpected behaviours</p> <p>Others might feel...  How these others might feel might cause them to think...</p>	
January	Responsibility	Why should I apologise?	<p>Ways to take responsibility for your actions.</p> <p>We all make mistakes, we are all learning. There are things you can do to put things right.</p>	Is it OK to change your mind about someone online?	Project Evolve- Year 3- online relationships	
February	Perseverance	Why should we get things wrong at school?	<p>Growth mindset</p> <p>Mistakes are the foundation of new learning. Struggling with new things is part of life and part of the process of learning.</p> <p>The power of 'yet'. There is a big difference between saying "I can't do that" and "I can't do that, yet!"</p>	How can the internet help us?	<p>Project Evolve- Year 3- Managing online information (focus on using the internet to gather information/ buying and selling and fact and opinion)</p> <p>Picture book – The Magical Yet- Angela DiTerlizzi</p>	

**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
<p><b>Year 3</b></p> <p><b>2 x zones lessons</b></p>	<p><b>ZOR Lesson 8</b></p>	<p>How often do my zones change throughout the day?</p>	<p>Triggers</p> <p>Toolkit</p>	<p>It's really normal to move between the zones throughout the day.</p> <p>It can be helpful to track how our feelings change throughout the day and to identify any triggers that move us out of the green zone. When we know the triggers it is easier to notice the changes in our bodies and to use a toolkit of strategies to return to the green zone</p> 	<p><b>Lesson 1:</b></p> <p><i>How often do you think we change zones throughout the day?</i></p> <p>Model using 'My Zones across the day mapping tool' (reproducible N)</p> <p>Reflect on the previous day- list activities throughout the day along the bottom and then plot as a line graph their day from when they got up to when they went to bed. Used coloured pencils to show the colours of the line as they entered the different zones.</p> <p>After they have plotted the line, children discuss how they managed their zone in an expected or unexpected way. They can add a few of the thought bubbles (reproducible O) to show where others may have had 'okay thoughts' or 'confused thoughts' in response to their behaviour.</p> <p><i>What are your thoughts about your day?</i>  <i>Are there any parts of your day that you would like to change?</i>  <i>What sort of things caused you to move zones?</i></p>	<p>Lesson 1: Zones throughout the Day mapping – reproducible N Thought bubble- reproducible O</p> <p>Lesson 2: Reproducible S, T, U</p>

					<p><b>Lesson 2: Identifying triggers</b>          Use this lesson to explore and practise tools to calm when in yellow and red zones:          -six sides of breathing/ box breathing (reproducible S,T)          Calming sequence – Reproducible U</p> <p>Also discuss the tools someone might use to 'alert' themselves if in the blue zone (e.g. exercise, connecting with others, making a timetable)</p>	
March	Confidence	Can people make you do things?	<p>Thinking for yourself. Peer pressure. Saying 'no'.</p> <p>It's not ok to do the wrong thing because someone else is.          It's not ok to do the wrong thing because someone told you to do it.</p> <p>PANTS:          Privates are Private          Always remember your body belongs to you.          No means No          Talk about secrets that upset you.          Speak up, someone can help.</p> <p>We must ask for permission for physical contact. It is OK to say no to this and you should talk to a safe adult if you feel uncomfortable. I can name 5 safe adults on my hand.</p>	What is personal information?	<p>RSE Lesson 2- (Save activity 3 about hygiene for lessons relating to hygiene in May)</p> <p>This lesson involves naming of body parts and so you should inform parents in advance so that they can support discussions at home. They do not have the right to withdraw as this is seen as part of the Science curriculum.</p> <p>RSE Lesson 6- This lesson links to the PANTS rule</p> <p>NSPCC PANTS rules lesson -inform parents that this is being covered</p> <p>Project Evolve- Year 3- Online reputation +Privacy and security          Think, know, Play, Like, Share Videos</p>	
April	Empathy		<p><b>Focus on Zones of Regulation lessons this month.</b></p>	What is an online identity?	<p>Project Evolve- Year 3- Self-image and identity</p>	

					The Great Big Book of Feelings – by Mary Hoffman
May	Responsibility	Why can't I stay up all night eating sweets and watching Youtube?	<p>I know what a balanced diet is and why it is important (it can affect health and dental health)</p> <p>I know how to keep my teeth healthy by brushing, flossing and visiting the dentist regularly.</p> <p>I know the importance of personal hygiene</p> <p>I know that I can take responsibility for making healthy choices even when the media may encourage me to do otherwise.</p> <p>How regular physical activity benefits bodies and feeling show to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p>	Why do some things have age restrictions?	<p>Project Evolve- Health, Wellbeing and Lifestyle.</p> <p><a href="#">NHS dental care videos</a></p> <p>Dr. Ranj Watch 7+ video on looking after your teeth.</p> <p>PSHE association – Sleep factor teaching pack.</p> <p>RSE – Lesson 2- Activity 3 about personal hygiene</p>

**Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 3 2 x zones lessons	ZOR Lesson 15, 17	When is it harder to think before I act?	Stop, Opt, GO	It is normal to come across problems in life. If we can learn to Stop, Opt and Go then we are	<p>Lesson 1 - Revise the zones and create a toolkit of strategies</p> <p>Toolbox – what strategies do I already have to help me to move between the zones?</p>	<p><b>(revise Reproducible S,T,U)</b></p> <p>Reproducible Z</p> <p>Inside out clips and feelings  <a href="https://youtu.be/dOkyKyVFnSs?si=tEsg2msZ8wJ0KH2H">https://youtu.be/dOkyKyVFnSs?si=tEsg2msZ8wJ0KH2H</a></p>

			<p>more likely to take time to consider a range of strategies and the potential consequences of these choices and make a good choice.</p>	<p>Revise breathing techniques- box breathing, calming sequence (Reproducibles S,T,U) and add these to a class toolkit</p> <p><a href="https://youtu.be/dOkyKyVFnSs?si=fEsg2msZ8wJ0KH2H">https://youtu.be/dOkyKyVFnSs?si=fEsg2msZ8wJ0KH2H</a> use clips from 'Inside out' film</p> <p>What zone is she in? What feelings is she having? What could she do to stay in/ move to the green zone?</p> <p>Lesson 2: Explain that we need our bodies to regulate to help our brains to problem solve. Introduce: Stop Opt Go – traffic light for problem solving (reproducible GG)</p> <p>Each group of children is given a different problems and they write as many ideas for solutions as they can think of on post it notes including choices which are not so good.</p> <p>They then work together to order these from the most effective to the least effective- they could circle with a yellow or red marker the tools or strategies which would cause feelings in these zones. They could circle the best options in green (green zone). Three for tea- present their plan to those coming for 'tea'</p>	<p>Reproducible GG</p>
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June	Safety	How can I be prepared to look after myself and others?	<p>How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</p> <p>How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p>	<p>I think that person is committing a crime; should I film it as evidence?</p> <p>It is always important to report rather than record an incident.</p>	<p>Road safety resources can be found at <a href="http://think.gov.uk">think.gov.uk</a></p> <p>Watch Rhian's day- heartstart video on Youtube for calling emergency services.</p> <p>Red cross first aid champions (Primary) lessons- complete sections on 'bleeding'</p>
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			<p>How everyday health and hygiene routines keep us safe (including the use of medicines such as inhalers, allergy medication+ household products)</p> <p>Basic first aid- e.g. scratches, grazes and burns, and head injuries.</p> <p>How to call for the emergency services. I understand that some children take on more responsibilities for Caring for others in their home and these are Young Carers.</p>	<p>Posting online can cause greater upset and you do not have permission to do this.</p> <p>How to call for the emergency services.</p>	<p>and 'burns' (The full 8 scenarios are covered again in Year 5)</p> <p>PSHE Association- Drugs and Alcohol- Year 3/4 - Lesson 1</p> <p>Young Carers video "Out of the Woods" Youtube</p>
July	Responsibility /Teamwork	How are you going to make a difference to your community?	<p>How we can do good now and how can do good in the future.</p> <p>Everyone has the potential to make the world a better place.</p>		<p>PSHE association – Inclusion, belonging and assessing extremism KS2 lesson 2 – Page 13 Copy of Beegu/ Elmer</p>
Transition	Perseverance	Why do we have to try new things?	<p>Trying new things.</p> <p>Trying new things takes perseverance and confidence. It's a great skill to acquire.</p>		

**YEAR 4**

**This PSHE curriculum should be taught for 30 minutes per week.**

**Ongoing social skills:** Use people's names; smile; please and thank you; eye contact, give and receive compliments.

**Zones of Regulation – Autumn Term -Which zone is this feeling in?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 4 2/3 lessons during Autumn Term	ZOR Lesson 1 +2	How can reading facial expressions help us work out which zone someone is in?	Previously taught: Sad Tired Sick Bored Hurt Depressed Exhausted Shy Happy Calm Okay Comfortable Grateful Relaxed Focussed Content Hopeful Worried Scared Excited Silly Frustrated	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.  Different people may experience the same feeling but be in different zones.  Understanding facial expressions can be really useful for helping us to know how someone else might be feeling so that we can show empathy.	Children have 4 pieces of coloured card (yellow, blue, green, red) they have a pot of the previously taught feelings and work as a group to sort the feelings, using the phrase "I think that ___ is in the ___ zone because..."  Zones of regulation –Feelings bingo. Children have bingo cards with feelings pictures but no words. They play bingo as a whole class or in groups to identify what each feeling might look like. Bingo caller calls out the name of a feeling and children look at the feelings faces and determine if they have this feeling. Extension could be that they also mark off the feeling in the correct zone colour.  Children could also work in groups to play another version of the bingo, but this time they make their own feelings bingo card with just words on a	Reproducible D/E Feelings Faces (previously taught and new) Feelings words Zones of Regulation display heading. Backing paper/ Card-yellow/red/green/blue Bingo cards- Reproducible F

			<p>Nervous Upset Confused Jealous Annoyed Anxious Overwhelmed Angry Terrified Wild Overjoyed Out of control Furious Panicked Elated Devastated</p>		<p>whiteboard (you may wish to limit the choice of feelings) and the 'bingo caller' of the group picks a feelings card and acts out the facial expression to the rest of the group to work out and cross off their boards.</p> <p>Class reflection: Why might it be useful to learn how to read other people's facial expressions?</p> <p>Scenario sorting activity (Reproducible G) Children work in groups to sort the scenarios into the zones. They can also annotate with feelings words and the thoughts they might have.</p> <p>Extension: complete the 'Which Zone would I be in?' – Reproducible H</p>	Zones in Me - Reproducible G+H
	<b>Ashleigh Guiding Star</b>	<b>Key Question</b>	<b>key teaching points</b>	<b>Online safety question</b>	<b>Resources</b>	
September	Confidence	Who makes you happy?	<p>Respect Self-awareness. Respect for yourself and others.</p> <p>Appreciate what you have and make the most of the opportunities that you've been given.</p> <p>Your attitude is controlled by you. If you say 'I'm going to have a bad day,' you probably will. Of course, there are events in life where we will feel sad but there are also events where we don't help ourselves because we overload ourselves with negativity.</p> <p>I can set goals for myself and identify how my strengths, skills and interests contribute to self-esteem.</p>	Is it healthy to follow the rich and famous on social media?	<p>Premier Stars- Resilience lesson</p> <p>Project Evolve- Year 4- Managing online information (Accuracy of online information +Fake News)</p> <p>Books to discuss feelings of loss or change: Oliver Jeffers: The Heart and the Bottle Benji Davies- Grandad's island</p>	

October	Empathy	Why do we give compliments?	<p>How to manage negative emotions.</p> <p>Jealousy is considered as an ugly emotion. It can affect people in different ways. It's important that we are happy for others and that we don't relish in people's misfortunes. Giving sincere compliments is important for our own wellbeing.</p> <p>We won't always have the friends we would like or things that we want. Most people feel lonely at times at there is no shame in this.</p> <p>All feelings are OK. It is what we do with them that counts.</p>	Am I proud of how I act online?	<p>Link to Zones of Regulation Learning</p> <p>RSE Lesson 1</p> <p>Project Evolve- Year 4-Online relationships</p> <p>PSHE association Yr3-4 Mental health and Emotional wellbeing. (Saved in resources section)</p> <p>2. 'Expressing feeling'</p> <p>3. 'Managing feelings'</p>
November	Teamwork/ Empathy	<p>What is discrimination?</p> <p>"I said 'no offence' so it was just a joke." Is it a joke if it offends somebody?</p>	<p>School should be a safe place for everyone.</p> <p>At school, we are lucky enough to meet and work with people from all different backgrounds. Discrimination is wrong.</p> <p>We listen to others when they tell us they are upset or offended. If we hear something which is racist or discriminating against anyone because of their differences, we stand up for what is right and report this to an adult. We are all different to one another and so we just don't need to point it out.</p> <p>We do not copy or join in with jokes about the way people look, what they believe in or anything else that we think is different because every single person is unique and everyone is an equal part of our community. We are all different and all equal.</p>	Everyone was saying it so I just hit the 'like' button.	<p>Project Evolve- Year 4- online bullying +</p> <p>Managing online information lesson on lots of people sharing a belief does not make this true.</p> <p>Premier league stars- 'play the right way'</p>
December	Safety	Is this a risk worth taking?	<p>Peer pressure. Bribes.</p> <p>People shouldn't be friends with someone because of what that person has or what that person can do for them.</p>	Should children be allowed to access online banking?	<p>RSE Lesson 6</p> <p>Project Evolve- Year 4- Privacy and security</p>

			<p>We come across risks every day. We have to learn to recognise, assess and manage risk in different situations (e.g. near rail, water, road, fire, sun safety)</p> <p>There are some substances that can be risky because they can be harmful to our health. Caffeine, cigarettes, alcohol and vaping can all affect our health.</p>		<p>NatWest Money sense- KS2- How are payments changing? OR How can I pay for things?</p> <p>PSHE Association- Drugs and Alcohol Education – Year 3/4- Lesson 2</p>
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**Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 4 2 x zones lessons	ZOR Lesson 3 Lesson 5	How can you experience all of the zones but still get on with others?	Social norms  Expected behaviours  Unexpected behaviours	Expected behaviours are actions that align with social norms and expectations, typically leading to positive social interactions and feelings, while unexpected behaviours deviate from those norms and can cause confusion, discomfort, or even negative reactions from others.	<p><b>Share Dreamworks clips (there are two examples for each zone) to show characters moving between zones,</b></p> <p>Which zone are the characters in? What feeling might they be having? How did you know?</p> <p><b>Lesson 2:</b></p> <p><b>Define expected and unexpected behaviour-use the following tools to help children distinguish between expected and unexpected behaviour</b></p>	<p>Dreamworks clips- Zones of regulation <a href="https://youtu.be/IdPlsgCTruU?si=050oTekUFuNueEyT">https://youtu.be/IdPlsgCTruU?si=050oTekUFuNueEyT</a></p> <p>Social behaviour mapping tool – Reproducible K – lesson 5 Zones of Regulation</p>

					<p>-Does it follow the social rules of the situation? -How does it make others feel?</p> <p>Whole class flipchart modelling of mapping of social behaviour mapping resource (see resources Zones of Regulation)</p> <p>Groups work on different situations and map the expected and unexpected behaviour (use things that are specific to the class) -lining up in the lunch hall -The teacher is teaching the class a new Maths method -Sports day -Using the iPads during wet play</p> <p><b>Three for Tea to share results</b></p> <p>Class discussion: How can you experience all of the zones but still get on with others?</p>	
January	Responsibility	Do you always act the same?	<p>Knowing my audience.</p> <p>We adapt the way that we behave according to different social situations. We have our formal and informal selves. Some people adapt better than others to these situations. Sometimes people are influenced by their peer's behaviour. I know that I can say no to other people.</p>	<p>Do you know who you are talking to online? How to report concerns, including about inappropriate online content and contact.</p>	<p>RSE Lesson 3</p> <p>Project Evolve- Year 4- Self-image and identity</p> <p>NSPCC – Share Aware- Lucy and the Boy</p>	
February	Perseverance	What stops you from achieving what you want?	<p>Growth mindset</p> <p>Assumptions and labels can be made about us before you've even given something a go.</p>			

			Ever heard 'It's okay, I was bad at Maths too'? Why do people say these comments? What should we say when people make these comments? Don't compare yourself to others – compare yourself to you, yesterday.		
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**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 4 2 x zones lessons	ZOR Lesson 9	How do I know I am about to move between the zones?	Triggers Toolkit  Caution	<p>It's really normal to move between the zones throughout the day. We are all different and so different things will cause different people to move between the zones.</p> <p>We need to take CAUTION when we notice our own triggers. They are a bit like road signs warning us of danger ahead. When we know our triggers we are able to use our toolkit of strategies to help us move to the green zone. We have a responsibility to manage our own triggers as many of these cannot be removed as they are just part of life. E.g. if I find that doing maths is a trigger for me to enter the red zone, I can't remove maths from the world, but I can take action to help myself such as challenging my own negative thoughts, asking for help, using paced breathing.</p>	<p><b>Lessons this half term to be taught consecutively</b></p> <p><b>Lesson 1: How is it helpful to know our own triggers?</b></p> <p>Hook the children by telling them a story about your own triggers</p> <p><i>e.g. I feel in the Yellow Zone when I have too much to do and not enough time to do it I know that I need to proceed with caution when this happens so that I don't end up panicked in the Red Zone. I sometimes have a deadline or something I need to get done, but I feel like I can't possibly do it all. This makes me feel stressed and anxious, and often I become grumpier when I am overwhelmed. It doesn't take a lot to push me into the Red Zone when I feel this way.</i></p>	CAUTION – Triggers worksheet (Reproducible P)

				<p>Being considerate of other people's triggers is kind. We cannot always remove a trigger, but we can listen to others and try to understand what strategy helps them to cope.</p>	<p>We need to take CAUTION when we notice triggers. They are a bit like road signs warning us of danger ahead.</p> <p>Triggers worksheet (Reproducible P) – model this Children complete on their own first. They then share with a partner (if comfortable to do so)</p> <p><i>Why do you think it is important to recognise your triggers? How will this help you?</i></p> <p>Lesson 2: Class discussion and reflection on the previous lesson on triggers. <i>How is it helpful to know each other's triggers? What will you do differently if you know what triggers your peers? How could this influence the class as a whole?</i></p> <p>Recap strategies for calming – e.g. breathing techniques, scripts, breaks (yellow and red zone) and alerting-e.g. exercise, connecting with others, planning ahead (blue zone)</p>	
March	Confidence	Why don't people look after themselves?	<p>Healthy Eating and hygiene</p> <p>If we feel bad about ourselves, we may not look after ourselves. This can include our diet and self-hygiene.</p>	Are mobile phones ruining family meal times?	<p>PSHE Association- Mental Health and Emotional Wellbeing – KS2 Lessons Year 3/4 – Lesson 4 focuses on how feelings can affect behaviour. (Saved in resources section)</p> <p>Project Evolve- Year 4-Health, Wellbeing and lifestyle</p>	
April	Empathy	Why don't people like 'stirring'?	<p>Don't pass on nastiness. Know the impact of your words.</p> <p>At our school we believe in 'All Different, All equal'</p> <p>Sometimes people say mean things about other people to you. You don't need to share that with the target.</p>	Once it's out there, it's out there forever.	<p>Project Evolve- Year 4-Online reputation</p> <p>Use Year 4 lesson on protected characteristics- all resources for this saved on curriculum space</p>	

			<p>Flippant comments are likely made on the playground. It doesn't have to upset you if you have healthy strategies for dealing with unkindness.</p> <p>Equality is having equal opportunities and rights. It is being treated fairly. It also means being able and supported to reach your potential.</p> <p>Inequality is when people aren't given equal opportunities and rights. They are treated unfairly and experience discrimination; for reasons such as: wealth, race, gender, religion etc.</p>		
May	Teamwork /Safety	Should we tell on people?	<p>To tell or not to tell?</p> <p>Some people tell on people a lot and get involved in situations that are nothing to do with them. But sometimes we have to speak out when the wrong thing is happening.</p> <p>Children have rights and why it is important to protect these. Children have the right to privacy and we have to work out when a secret should be kept (e.g. birthday surprise and when to tell (if someone is being hurt or upset)</p> <p>I understand that people have the right to make choices. I understand that marriage and civil partnerships are a commitment freely entered into by both people. I understand that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Recap PANTS rule and 5 safe adults hand.</p> <p>Private parts are the parts which would be covered by our swimming costumes. 'private parts' for a boy are called a 'penis' and 'testicles'. For girls, the 'private parts' are called a 'vulva' (everything on</p>		<p>NSPCC PANTS rules lesson_ additionally, please cover the names of the parts : penis, testicles, vulva and vagina</p> <p>Inform parents that this is being covered so that they can support with discussions at home. They do not have the right to withdraw from this lesson.</p> <p>5 safe adults hand</p> <p>RSE Lesson 3- this has been covered but you may repeat some activities to reinforce public and private.</p>

			the outside of the private part that they can see), a vagina (everything on the inside of the private part of their body) and breasts (the extra tissue that develops on their chest as they grow older). Tell pupils that these are the scientific names to describe these parts of the body. It is important that they learn them and feel comfortable to use them in case they ever need to talk about these parts of their body.		
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Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?						
How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 4 2 x zones lessons	ZOR Lesson 12	Did my reaction match the size of the problem?		<p>Sometimes when working with others we can become very upset by "little problems" for example someone else gets something that you wanted or perhaps the other people in a game do not agree with your ideas.</p> <p>Some problems in life are really big and other problems can simply be ignored.</p> <p>Problems require different reactions, emotions and solutions based on their size.</p> <p>The adults can help us realise when the size of our reaction does not match the size of the problem.</p>	<p>Size of the problem activity:</p> <p>Explain that you will be categorising problem scenarios into small, medium and big problems. Define what makes a problem large or small. Some of our biggest problems are problems that many people share and that have no easy, quick or pleasant solutions. Big problems often involve red zone feelings.</p> <p>Discuss how different problem levels impact a situation over time. Come up with clear examples such as how the results of a tornado can last for years (big problem) or arguing can make people upset for shows (medium problem, depending on situation) With a small problem or glitch like not getting something you want in a game, the feeling ends as soon as the game is over.</p>	Reproducible V

					<p>As a group, children sort a range of problems into the 5 point-scale (add in problems which relate to the class)</p> <p>5= being seriously hurt, death of someone in the family (use sensitively if a child in the class has experienced this) , earthquakes  4= car accident, parent in hospital,  3=fight with a sibling,  2= someone taking something you were playing with without asking, not being invited to a party  1= not being first in the line, making a mistake, being last in a game.</p> <p>Make a class version of the 'size of the problem' (Reproducible V) including some of their examples. Discuss how you can use this to determine the size of the problem and notice if the zone matches. (Reproducible W) Remember the size of your reaction has to match the size of the problem.</p>	
June	Responsibility	How can our choices make a difference to others and the environment?	<p>We look after ourselves, everyone and everything.</p> <p>Caring for others and the environment is a shared responsibility.</p> <p>We can show care and concern for people, animals and our world.</p> <p>Everyday choices can affect the environment and other people (e.g. fairtrade, single use plastics, giving to charity)</p>		<p>Premier league primary stars – 'plastic pollution' lesson</p> <p>RSPCA Plan(et) B lesson  RSPCA 'I am your Robot pet' Lesson  Book ideas:  Helen Ward &amp; Wayne Anderson – The Tin Forest  Jeannie Baker- The Window  Dr Seuss – The Lorax</p>	
July	Responsibility	How will we change and grow?	<p>Growing and changing; puberty.</p> <p>Puberty is a time where our bodies change and grow. It can affect emotions and feelings.</p> <p>How personal hygiene routines change during puberty  how to ask for advice and support about growing and changing and puberty</p>		<p><b>RSE Lesson 2</b> - PLEASE NOTE: this lesson should not cover conception or birth and should be focused on the development of a baby from an egg. Please take the range of different ways that a child may have been born.</p> <p>Inform parents that this is being covered so that they can support</p>	

					with discussions at home. They do not have the right to withdraw from this lesson.  What Feelings do when Noone is looking"- by Tina Oziewicz and Aleksandra Zajac
Transition	Confidence/engagement	Are there good reasons for being unkind?	<p>People's problems are relative.</p> <p>Anxiety/worrying</p> <p>It's not okay to make someone else feel bad because you are feeling bad. How could you manage your emotions in the moment?</p>		Useful resources in PSHE Association Mental Health and Emotional Wellbeing –KS2 – Year 3/4 packs if these have not already been completed in previous lessons.

**YEAR 5**

**This PSHE curriculum should be taught for at least 30 minutes per week.**

**Ongoing social skills:** Use people's names; smile; please and thank you; eye contact, give and receive compliments.

**Zones of Regulation – Autumn Term -Which zone is this feeling in?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 5  2 lessons during Autumn Term	Lesson 1 &2	How might sorting the way you feel into zones help you to understand yourself and others better?	See previously taught vocabulary for all feelings words  <b>Empathy</b>	<p><b>Empathy is a skill we can learn – and like a muscle, it grows the more we use it.</b></p> <p>I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.</p> <p>Empathy does not mean that we experience feelings in the same way as everyone else, but that we are willing to try to see the world from their perspective.</p> <p>Empathy works by combining three elements:</p> <p>Feeling – where we resonate with someone else's emotions because we understand our own feelings.</p> <p>Thinking – where we use reason and imagination to work out how someone else is feeling</p>	<p>Children have 4 pieces of coloured card (yellow, blue, green, red) they have a pot of the previously taught feelings and work as a group to sort the feelings, using the phrase "I think that ___ is in the ___ zone because..."</p> <p><b>Children add their own feelings drawings to expand on other feelings.</b></p> <p>Which feelings were the most difficult to place? Discuss how different people may experience particular feelings with different intensity.</p> <p>Sorting activity – children are given phrases to sort into 'empathy' and 'not empathy' as a group (see examples below and add some specific to your class)</p> <p><b>Empathy:</b>                      "I'm sorry that happened to you"                      "I'm here to listen"                      "I can see that you are really upset about this"</p>	Reproducible D/E Feelings Faces (previously taught and new) Feelings words Zones of Regulation display heading. Backing paper/ Card-yellow/red/green/blue

				Acting – where we're inspired to help others, having experienced what they're feeling.	<p><b>Not empathy:</b></p> <p>"I'm sure it is not as bad as you think"</p> <p>"At least it is nearly the weekend"</p> <p>"Stop being so negative"</p> <p>"I'm sure you will get over it"</p> <p>Children use role play to practise responding to another person's feelings with empathy. They should practise active listening and reflecting back what they heard to the other person.</p> <p>"I heard that ____"</p> <p>"It sounds like you might be feeling____"</p> <p>And being curious about the other person's feelings</p> <p>"I wonder how that felt for you____?"</p> <p>"I imagine that felt____"</p> <p>"How can I support you? What do you need?"</p>	
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	Asleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
September	Confidence	Are you a good friend to you?	<p><b>Respect:</b> Self-awareness. Respect for yourself and others.</p> <p>Recognising your self-worth and your qualities is important for mental health. We live in a society where it's deemed as socially acceptable to say 'I'm rubbish.' It's as though by saying you're rubbish, it's okay. These comments can have a lasting affect and it's important that we don't lower our expectations of ourselves.</p>	<p>What does online safety mean?</p> <p>Once something is shared online, it can travel at great speed.</p> <p>Different people find different things upsetting when they are online and it is important to take action when you see something that upsets you.</p>	<p>RSE Lesson 5 –online safety</p> <p>RSE Lesson 6 –online safety</p> <p>Project Evolve- Year 5- Self-image and identity</p>
October	Teamwork	Is it better to be right or kind?	<p>My idea isn't always the best idea. Everyone plays an important role.</p> <p>Positive Conflict resolution.</p>	<p>How can my online behaviour impact others?</p>	<p>Project Evolve- Year 5-Online bullying (include blocking users and signposting to</p>

		(There is quite a lot of coverage in Nov/ Dec so you may wish to only spend 2 lessons on this)	<p>If you are unwilling to listen to different points of view, this can stop a team from working successfully.</p> <p>Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened, and resorting to violence is never right.</p>		ChildLine and other agencies)	
November	Empathy		Use this time to cover Zones of Regulation lessons			
December	Safety	Why do smart people do stupid things?	<p>Thinking for yourself. Peer pressure. Saying 'no'. Knowing the risks. Drugs, Tobacco, Alcohol.</p> <p>Growing up can be hard. There are influences all around us and some of these are not good for us. We can get misinformation from the internet.</p>	<p>If I google it, is it definitely true?</p> <p>It is important to know that the internet is made up of fact and opinion.</p> <p>Search engines are selected and targeted towards their audience and include advertising.</p>	<p>PSHE Association – Drugs and Alcohol Education- Recap objectives covered in Year 4 –Year 3/4 –Lesson 2- children have been taught this lesson in Year 4 and so the focus should now be on how peer-pressure may influence someone to take a risk</p> <p>Project Evolve- Year 5- Managing online information – Lessons 2- being skeptical,8- Fake news and 9- hoax</p>	
Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?						
How long to spend	Zones handbook	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources

on this section	Lesson link					
Year 5 1 x zones lessons	ZOR Lesson 5	Why is it worth people learning to self-monitor their behaviour when they are in different zones?	Self-monitor  Self-regulate	<p>Expected behaviours are actions that align with social norms and expectations, typically leading to positive social interactions and feelings, while unexpected behaviours deviate from those norms and can cause confusion, discomfort, or even negative reactions from others.</p> <p>If you struggle with producing expected behaviours in a particular zone, it is worth practising strategies to help with this, because people who can self-monitor their behaviour are generally more confident, better at communicating what they need and tend to have more successful relationships with others.</p>	<p>Teacher models using the social behaviour mapping tool.</p> <p>Children complete a social behaviour mapping tool collaboratively. This may be done as a 'meet in the middle' activity. Each group has a different zone/scenario to map. The teacher should try to use scenarios appropriate to the class. e.g. You are in the yellow zone (feeling nervous) about a test</p> <p>You are in the red zone (feeling angry) because someone did not follow the rules in a game</p> <p>Three for Tea to share thinking.</p> <p>Class discussion: Why is it worth it for people to learn to self-monitor their behaviour in all of the zones and try to produce the expected behaviour even if they struggle to do this?</p>	Social behaviour mapping tool – Reproducible K – lesson 5 Zones of Regulation
January	Responsibility	How can I help in an accident or emergency?	<p>The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>that if someone has experienced a head injury, they should not be moved</p> <p>when it is appropriate to use first aid and the importance of seeking adult help.</p>			Red cross first aid champions (Primary) lessons- complete the 8 different first aid scenarios (asthma attack, bleeding, head injury, choking, broken bones, burns, unresponsive and breathing, unresponsive and not breathing)
February	Perseverance	Who likes criticism?	Growth mindset			Frank Dick Athletics Coach video:

			<p>We know that in order to get better at something, we need to listen to feedback and practise. This can be hard for people. Our self-esteem and willingness to get better at something go hand in hand.</p> <p>"Winning is doing better today than you did yesterday." Frank Dick, Athletics coach.</p>		<p>Frank Dick, Athletics coach</p>
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**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 5 1 x zones lesson	ZOR Lesson 9	Why does someone telling me to calm down sometimes make me feel angrier?	TIPP strategy	<p>We are all different and so different things trigger us to move between the zones. People also calm themselves in different ways. It is important to work out what works for you and to learn to communicate what you need with others effectively.</p> <p>TIPP is a strategy which we can use to help move from the red zone. T- temperature regulation I-Intense exercise P-Paced breathing P-Progressive muscle relaxation</p>	<p><b>Class discussion about identifying triggers which make them move from green to yellow or red zone. Notice how there are similarities and differences.</b></p> <p>Explore previously taught tools to calm and alert (reproducible S,T,U), sensory circuits</p> <p>Introduce the TIPP technique as another strategy for their toolkit Strategies – video</p> <p>Children write their own scripts to communicate their needs to others. e.g. I feel ___ when ___.</p>	<p>NHS video on TIPP skills: <a href="https://youtu.be/8nVady7A3Qo?si=o5PNHdcsp_sjOzK4">https://youtu.be/8nVady7A3Qo?si=o5PNHdcsp_sjOzK4</a></p>

					<p>When I am in the ____ zone , I need to ____.</p> <p>It helps when other people ____.</p> <p>I feel nervous when I am preparing for a test. When I am in the yellow zone, I need to use paced breathing. It helps when other people give me space and do not ask me lots of questions.</p>	
March	Confidence	Why are you precious?	<p>Being proud.</p> <p>Our differences make us special and we should not shy away from who we are. There are things that we cannot change about ourselves. Accepting whom we are and accepting others is vital to get on in life. Comparing yourself to other people is unhelpful.</p>	How does the internet influence me?	Project Evolve- Year 5-Online reputation	
April	Empathy	Why are people rude and how do you deal with it?	<p>Mutual Respect</p> <p>Who you are and what you do does not affect the level of courtesy you should receive.</p> <p>a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>In order for society to function, we need people to do different jobs. It is important that everyone is treated with the same level of respect.</p> <p>All different. All Equal. Our school recognises that we have similarities and differences but we believe that assumptions should be challenged.</p>	How does the internet help to uphold or challenge stereotypes?	<p>Premier League Stars - developing values</p> <p>Project Evolve- Year 5- Managing online information- lesson 7- stereotypes.</p> <p>Protected characteristics – Equality Act video  <a href="https://youtu.be/VXLtKImtrvM">https://youtu.be/VXLtKImtrvM</a></p> <p>PSHE association- Belonging and Community- Lesson 3 for UKS2 – challenging stereotypes.</p>	

			<p>Bullying or discriminating against others is never OK. The Equality Act (2010) makes it illegal to discriminate against the following protected characteristics:</p> <p><u>age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation</u></p>		<p>The Only Way is Badger – by Stella J Jones</p>
May	Teamwork/ Confidence	Do the best friends have the best stuff?	<p>Choosing friends because of who they are on the inside.</p> <p>Money is something we must learn to manage.</p> <p>Teenagers are under pressure to have the latest trainers, phone, clothes etc. This is expensive and many families cannot afford these expensive items. People should be judged on their character as opposed to what they have.</p> <p>We can make decisions about how we spend or save money (current/savings accounts, credit cards, loans) We can learn to recognise when something is 'value for money' and this may be different for different people. There are risks associated with money (it can be won, lost or stolen) and money can affect people's feelings.</p>		<p>RSE Lesson 6- Inform parents of the objectives being covered so that they can support with discussions at home with online safety.</p> <p>NatWest MoneySense budgeting lesson NatWest MoneySense decisions about spending lesson</p> <p>Project Evolve- Year 5-Health, Wellbeing and lifestyle</p>

**Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources

<p><b>Year 5</b></p> <p><b>1 or 2 x zones lesson + Additional transition lessons</b></p>	<p><b>Lesson 12</b></p>	<p>What should I say to my inner-critic?</p>	<p>Inner-coach</p> <p>Inner-critic</p>	<p>We all use self-talk. These are things that we think in our heads, but may not necessarily say out loud.</p> <p>Sometimes self-talk takes in a negative tone, but it is possible to replace this with more positive self-talk. They might call this their inner-critic and their inner-coach</p> <p>When you hear your inner-critic it is useful to ask yourself "Is this 100% true?"</p> <p>The inner-critic can be defeated by the inner-coach.</p>	<p>Introduce the concept of an inner-coach and inner-critic. Discuss: In which zone is the inner-coach loudest for you? In which zones is the inner-critic more likely to take control?</p> <p>Children are given scenarios from the different zones and use a Meet in the Middle to brainstorm things that their inner-coach could say e.g. "you have done hard things like this before", "You just need to try again"</p> <p>Children then complete the same activity but use it to think about the things that the inner-critic might say: e.g. "You may as well quit now" "nobody likes you"</p> <p>Children work on their own to reflect and might draw their inner-coach and inner-critic with speech bubbles.</p> <p>They then can complete the sentence: "I can use my inner coach to defeat my inner critic by telling it..." and write their own self-talk for turning around negative thoughts.</p>		
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<p>June</p>	<p>Safety</p>	<p>Is it fair to ask someone to keep a secret?</p>	<p>Recognising when people are vulnerable to dangerous situations is important.</p> <p>Trust within friendships is important but sometimes trust has to be broken to protect your friends or yourselves.</p> <p>How to manage negative emotions.</p> <p>Emotions are part of life and can be affected by our experiences and relationships.</p> <p>Emotions can be categorised into the four zones of regulation</p>	<p>Who's watching me online?</p>	<p>RSE Lesson 1</p> <p>RSE Lesson 2- (omit content on wet dreams. This will be taught in Year 6) Inform parents of the objectives being covered so that they can support with discussions at home. They do not have the right to withdraw from this lesson as it is part of the Science curriculum on puberty.</p>
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			<p>Emotions can also be affected by the hormones that change through puberty.</p> <p>It is important to develop strategies for managing emotions.</p> <p>That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p>		<p>PSHE Association-Mental Health and Emotional Wellbeing KS2- Year 5/6 - Lesson 1+ 2 (you may choose to select some activities from each of these lessons)</p> <p>Feelings- by Richard Jones RSE Lesson 3</p> <p>Recap 5 safe adults hand activity.</p> <p>Project Evolve- Year 5-Online relationships</p>
July	Responsibility	Would you want someone to tell you if you smelled?	<p>Healthy Eating and hygiene</p> <p>If we feel bad about ourselves, we may not look after ourselves. This can include our diet and self-hygiene. How you present yourself has an impact on how you are perceived and judged by others.</p>	<p>How can the internet influence consumer food habits?</p> <p>How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p>	<p>Project Evolve- Year 5-lessons 5+6 cover targeted ads and commercial sponsors.</p>
Transition	Responsibility	What does a role model in Year 6 look like?	<p>Being confident enough to be you and to be proud.</p> <p>Year 6 is the final chapter of primary school life. The older we get, the more we need to take responsibility for ourselves.</p> <p>Have you considered what you would like to do beyond primary school? There are a broad range of jobs that people can do and people may do lots of different jobs in their lives. Different jobs require different skills and qualifications.</p> <p>There are different ways to get different jobs (apprenticeships, college, university)</p>		<p>NatWest MoneySense KS2 – What are the links between Jobs and Money</p> <p>Video interviews with boxer/ chef etc. with a focus on perseverance, careers and enterprise company resources</p>

All Different, All Equal, All Learning

YEAR 6

This PSHE curriculum should be taught for 30 minutes per week.

Ongoing social skills: Use people's names; smile; please and thank you; eye contact, give and receive compliments.

Zones of Regulation – Autumn Term -Which zone is this feeling in?

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 6 2 lessons during Autumn Term	ZOR Lesson 1&2	What is the link between Zones of Regulation and neuroscience?	See previously taught emotions vocabulary  <b>'upstairs brain' Cerebral cortex-</b> this is the outer layer of the brain and the largest part. It's responsible for higher-level functions like language, memory, and thought.  <b>'downstairs brain'</b> - refers to the brainstem and	I understand that there are four different zones. All of these zones are ok and we all will experience all of them at different times.  The brain has an 'upstairs' and 'downstairs'. The thinking part of the brain is part of the 'upstairs brain'. The 'downstairs' is the feelings floor.  We have the ability to increase the connection between the	Lesson 1: Children have 4 pieces of coloured card (yellow, blue, green, red) they have a pot of the previously taught feelings and work as a group to sort the feelings, using the phrase "I think that ___ is in the ___ zone because..."  Discussion about what is going on in a person's brain when they are in the red zone- see neuroscience video in resources. Children practise the key neuroscience vocab.  Children are able to teach another child how the 'hand model of the brain works' using the scientific vocabulary. They may also create diagrams of the brain.  Lesson 2:	Reproducible D/E Feelings Faces (previously taught and new) Feelings words Zones of Regulation display heading. Backing paper/ Card- yellow/red/green/blue  Video explaining neuroscience and emotion <a href="https://youtu.be/3bKuoH8CkFc?si=g_UIFLGvjuXJbyZY">https://youtu.be/3bKuoH8CkFc?si=g_UIFLGvjuXJbyZY</a>  Diagrams of the brain to label  TIPP technique- NHS <a href="https://youtu.be/8nVady7A3Qo?si=Fwm-Mt5-8pVuuNR">https://youtu.be/8nVady7A3Qo?si=Fwm-Mt5-8pVuuNR</a>

			<p>limbic system, particularly the amygdala. The part of the brain responsible for basic survival functions, strong emotions, and instinctive reactions like fight, flight, or freeze</p> <p><b>Brain stem</b> - The brain stem is a crucial part of the brain, located at the base, connecting the cerebrum to the spinal cord. It plays a vital role in regulating essential life functions like breathing, heart rate, blood pressure, and consciousness.</p> <p><b>Pre-frontal cortex</b> - is a part of the frontal lobe located at the front of the</p>	<p>'upstairs' and 'downstairs' floor.</p> <p>'Flipping your lid' occurs where the 'upstairs' and 'downstairs' brain lose connection. Everyone 'flips their lid' sometimes. There are things we can do to increase the connection.</p> <p>Using 'I statements' can help you when you have flipped your lid.</p> <p>-I feel... -I need...</p> <p>Assertive language you clearly and respectfully express your thoughts, feelings, and needs, while also acknowledging and respecting the perspectives of others</p> <p>Accusatory language suggests someone has done something wrong, placing</p>	<p>Recap explanation of what is happening in the brain when you 'flip your lid'</p> <p>Explain that today the children will learn 2 strategies for regulating the body and then using assertive language to explain their needs.</p> <p>Children have the opportunity to practise elements of the TIPP technique (previously taught in Year 5) and discuss what might work for them.</p> <p><u>TIPP technique (see video)</u></p> <p>Temperature Intense Exercise Paced breathing Progressive muscle relaxation</p> <p>Why is the TIPP technique recommended? What's going on in the brain?</p> <p>Explain that once our body is regulated, we can access the 'upstairs brain' and use words to express our needs. It is sometimes hard to get the point across and another argument starts. We need to make sure we use assertive language rather than accusatory language. I statements can be a really good starting point. "I feel..." "I need..."</p> <p>Children are given accusatory statements to rewrite as assertive statements as a way of managing situations where they have 'flipped' their lid.</p>	
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			<p>brain. It's involved in higher-level cognitive functions like planning, decision-making, working memory, and social behaviour.</p> <p><b>Assertive language</b></p> <p><b>Accusatory language</b></p>	<p>blame or implying guilt.</p>	<table border="1"> <thead> <tr> <th>ACCUSING LANGUAGE</th> <th>ASSERTIVE LANGUAGE</th> </tr> </thead> <tbody> <tr> <td>Stop making me feel so angry</td> <td>I feel upset and hurt</td> </tr> <tr> <td>Stop being so mean to me</td> <td>I want to be treated with kindness</td> </tr> <tr> <td>I wish you wouldn't be so loud and annoying</td> <td>I find it hard to focus when there are loud noises</td> </tr> <tr> <td>I need you to stop bossing me around</td> <td>I'd prefer to make my own choice about this</td> </tr> </tbody> </table>	ACCUSING LANGUAGE	ASSERTIVE LANGUAGE	Stop making me feel so angry	I feel upset and hurt	Stop being so mean to me	I want to be treated with kindness	I wish you wouldn't be so loud and annoying	I find it hard to focus when there are loud noises	I need you to stop bossing me around	I'd prefer to make my own choice about this	
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I need you to stop bossing me around	I'd prefer to make my own choice about this															

	Ashleigh Guiding Star	Key Question	key teaching points	Online safety question	Resources
September	Confidence	Should I care about what people think of me?	<p><b>Respect</b></p> <p>Self-awareness. Respect for yourself and others.</p> <p>Behave in line with how you wish to be portrayed. Be brave to be who you want to be and dare to be different. The choices you make form your self-identity.</p>	<p>What are the pros and cons of the online world?</p> <p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p>	<p><b>RSE Lesson 1</b></p> <p>Project Evolve- Year 6-Online Reputation – Lesson 1</p>
October	Empathy/ Teamwork	What makes an unhealthy friendship?	<p><b>Recognising healthy and unhealthy friendships.</b></p> <p>Peer pressure.</p> <p>It is inevitable that friendships will change throughout our lives. We are in charge of how we react to these changes.</p>	<p>Am I in control when I'm online?</p> <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</p>	<p>Class discussions around: How would you know if a friendships was becoming unhealthy? What could you do to manage this?</p>

			<p>Having the resilience and tools to manage our emotions is important for our own self-esteem and for future relationships.</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>The importance of consent. Asking permission before making assumptions about what friends are comfortable with in terms of physical contact/ watching content on the internet etc.</p>	<p>How to be sceptical and discerning of online content.</p> <p>Discuss the 4Cs of online safety and the risks associated with these: Content Contact Conduct Commerce</p>	<p><a href="#">Norfolk Safeguarding Hub: Friends video</a></p> <p>Reinforce 5 safe adult hand.</p> <p>Project Evolve- Year 6-Online Reputation- create an assessment task in this area as formative assessment.</p> <p>Project Evolve- Year 6-Managing online information Lessons 8,9,10 (managing misinformation and targeted advertising)</p>
November	Empathy/ Teamwork	Why are there still racist people in the world?	<p>Dealing with unkindness in an assertive way. Using empathy and confidence to deal with unkind behaviour.</p> <p>I am in control of how I respond to bigoted behaviour. If I hear something unkind being said about someone, I have the skills to highlight that this is not acceptable and why.</p> <p>Bullying or discriminating against others is never OK. The Equality Act (2010) makes it illegal to discriminate against the following protected characteristics:</p> <p><u>age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation</u></p>	If I say something online, is it 'real'?	<p>Project Evolve- Year 6-Self-image and identity/online relationships</p> <p>Equality Act video <a href="https://youtu.be/VXLtKImtrvM">https://youtu.be/VXLtKImtrvM</a> This will have been covered in Year 5- but it is worth recapping what the Protected characteristics are.</p> <p>PSHE Association- Belonging and Community lesson pack saved on curriculum space resources. Lesson 4 for UKS2 covers challenging extremist views.</p>
December	Responsibility	Are habits always bad?	<p>Mental and physical health and the link between the two.</p> <p>-how to plan a healthy meal -how to stay physically active - maintaining good dental health</p>	As more people use AI to help with school, work, and everyday life, is it making our bodies and minds healthier or less healthy?	<p>PSHE- Drugs and alcohol Education Year 5/6 Lesson 2</p> <p>Link with Science curriculum if possible.</p>

			<p>-Balancing time online with sleep and physical activity.</p> <p>What legal/ illegal drugs are and how they can affect health. This should include risks associated with vaping and nicotine patches</p> <p>Habits can be healthy or unhealthy.</p>		Sleep factor KS2 (PSHE association)
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**Zones of Regulation: Spring 1 – What are expected/ unexpected behaviours?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 6 1 x zones lessons	ZOR Lesson 5 : Understanding different perspectives	<p>Are group chats ruining our social skills?</p> <p>What is expected and unexpected behaviour within a group chat?</p>	<p>Social rules Social norms</p> <p>Expected behaviour</p> <p>Unexpected behaviour</p>	<p>We have already learned that expected behaviours are actions that align with social norms and expectations, typically leading to positive social interactions and feelings, while unexpected behaviours deviate from those norms and can cause confusion, discomfort, or even negative reactions from others.</p> <p>We know that sometimes expected behaviours depend on the situation that you are in. For example, it is <u>expected</u> to shout loudly for help in an emergency, but it is <u>unexpected</u> to shout loudly in the classroom during a lesson.</p>	<p><b>Lesson 1: Define 'expected' and 'unexpected' behaviours</b></p> <p>-Does it follow the social rules of the situation? -How does it make others feel?</p> <p>Children work in groups to give examples of 'Expected behaviour' and 'unexpected behaviour' on an online group chat... (teacher needs to be clear that unexpected does not mean that it doesn't happen, but that it does not follow social norms and that it can cause confusion, discomfort or negative reactions!)</p> <p>e.g. <u>expected behaviour</u>- people feel calm, happy safe: -people do not talk in full sentences and use less punctuation</p>	Social behaviour mapping tool – Chapter 3/lesson 5 reproducible K

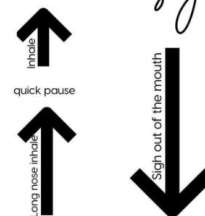
				<p>Sometimes people behave really differently in person and online and this can result in confusion or upset for others.</p>	<p>-people can use emojis and gifs instead of facial expressions</p> <p><u>Unexpected behaviour- people feel confused, hurt, unsafe</u></p> <p>-People insult one another in front of the whole group</p> <p>-Someone removes another person from a chat</p> <p>-someone you don't know is invited in.</p> <p>Children complete a social (see resource) behaviour mapping tool for the situation of being in an online group chat.</p> <p>Class discussion- what social rules already exist online? What changes could be made so that people experience more 'expected behaviour' online?</p>	
January	Perseverance	What does 'winning at life' look like?	<p>'Winning' is not always about being better than others. Compare yourself to you, yesterday.</p> <p>Constant comparison to others can negatively affect our mental health.</p> <p>Life is more than just 'winning' a race or 'being the best' at something. We need to find the things that 'fill us up' and make us feel good.</p>	Who am I influenced by online? Are my online self and my real self two separate people?	<p>5 Ways to Wellbeing.</p> <p>Mindfulness activities.</p> <p>Discussions about how to manage test revision whilst maintaining good physical and mental health. The importance of sleep.</p> <p>Project Evolve- Year 6-Self-image and identity/online relationships</p>	
February	Responsibility	What makes me angry?	<p>Helping yourself not to react disrespectfully.</p> <p>Answering back is deemed as disrespectful for some people it takes more self-control to not answer back. Assessing and responding appropriately to a situation is an important skill to</p>	Should social media be used as a portal to vent negative emotions?	<p>Project Evolve- Year 6-Online relationships- Lesson 4</p> <p>Link to Zones of Regulation</p>	

			<p>have. Self-control is also important when going online. Once we have posted something, it's out there. Someone could screenshot it and send it to other people.</p> <p>Have the self-control to stay away from social media when emotions are heightened. You and not others are responsible for your emotions.</p>		
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**Zones of Regulation: Spring 2-What Strategies can help me move between the zones?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
Year 6  1 x zones lesson		What does science tell us about how to move between the zones?	Physiological sigh	<p>We all experience all of the zones in different ways. We are triggered to move through the zones by different things and strategies for calming and alerting will have different effects on people.</p> <p>There are some strategies for calming and alerting which have scientific explanations.</p>	<p>Children could explore the following <a href="https://governmentsscienceandengineering.blog.gov.uk/2021/11/26/is-a-sigh-just-a-sigh/">https://governmentsscienceandengineering.blog.gov.uk/2021/11/26/is-a-sigh-just-a-sigh/</a></p> <p>Children could make a 45 second information video for social media promoting the use of scientifically proven strategies to help move from yellow or red zones.</p>	PDF resource-physiological sigh

**The Physiological** *sigh*



All Different, A


				<p>Gaining control over breathing is a strategy backed by scientific research.</p> <p>'The Physiological Sigh' was a strategy discovered in the 1930s and can help us regain control quickly from feelings of stress and anxiety.</p> <p>A sigh is a particular breathing pattern when two inhales take place followed by a long exhale. It's something we do all the time involuntarily- around every 5 minutes including the moments before we are about to fall asleep, during sleep, and when we cry. Sighing is essential for lung function and without it our lungs would fail.</p> <p>When we inhale twice the collapsed alveoli reinflate with air. This increases the surface area of the lungs and removes CO2 from the body much more efficiently. This makes the body feel more</p>			
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			<p>relaxed. When we take long exhales, the receptors in the heart sense the increase in pressure, this sends signals to the brain to slow down the heart rate. This creates a relaxed feeling. Dr Huberman describes the method as two inhales, a long exhale 1-3 times.</p> <p>The best thing about this method is that it uses the body to control the mind, rather than trying to use the mind to control the mind.</p>		
March	Confidence	What does standing up for yourself look like?	<p><b>Assertiveness.</b></p> <p>The difference between being passive, assertive and aggressive.</p> <p>Online bullying is never OK and it is important to understand how to stand up to online bullies by reporting and using screen grabs as evidence. You should always talk to your 5 safe adults if you are worried about something that you see online.</p>	How do I stand up to online bullying?	<p>Project Evolve- Year 6-Online bullying- cover gathering evidence using screen grabs</p> <p>Recap 5 safe adults hand</p>
April	Empathy	I'm worried about something, should I google it?	<p><b>We are all different and deal with our emotions in different ways.</b></p> <p>We are all in charge of how we respond to different events in our lives.</p> <p>Stereotypes are used in everyday lives, whether it's online or in advertising. It is important that we recognise to look beyond these stereotypes as they can be mentally harmful to people who feel that they do not fit these stereotypes.</p>	<p>How does social media impact mental health?</p> <p>Discuss how search engines and social media are targeted to respond to your searches and how this can then skew your view of reality.</p>	<p><b>RSE Lesson 6</b> – This does not need a letter to parents as it links to the Health education curriculum and is focused on support for concerns around poor physical or mental health.</p> <p>Project Evolve- Year 6-Health, Wellbeing and lifestyle- Lessons 2,3,4</p>

			<p>Don't compare yourself to others, compare yourself to you.</p> <p>How to recognise early signs of physical or mental ill-health (such as unexplained weight loss or sustained down feelings) and what to do about this. That health problems, including mental health can build up if not recognised but that mental health difficulties can usually be resolved with the right support. Discuss the benefits and limitations of the internet in terms of help and support with mental and physical health.</p> <p>The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation.</p>		<p>PSHE Association- Mental Health and Emotional Wellbeing – KS2 Y5/6 Lesson 3- Managing Loss and bereavement</p>
May	Teamwork	How does it feel to say thanks?	<p>Being thankful. Cultivating an attitude of gratitude.</p> <p>It's easy to think too much about what you haven't got and things that are wrong. It's really helpful to remember sometimes things that you are thankful for in your life.</p>	Online comments: cowardly or brave?	Review previously covered Project Evolve resources- use formative assessment quiz to monitor progress and areas of need.

**Zones of Regulation- Summer – How can I use my zones toolkit to help me solve problems?**

How long to spend on this section	Zones handbook Lesson link	Key Question	Key vocabulary	key teaching points	Suggested activities to promote hard thinking	Resources
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<p><b>Year 6</b></p> <p><b>1 or 2 x zones lesson + additional class discussions using zones scripts when discussing transition.</b></p>		<p>Should schools be more focused on producing happiness hormones than on academic results?</p>	<p>Hormones</p> <p>Dopamine Oxytocin Serotonin Endorphins</p>	<p>Nobody is happy all of the time and this is OK. We all move between the zones of regulation. Sometimes this movement is triggered by the outside environment, but other times it is due to the hormones within our body. There are four hormones which when released can give us feelings of happiness.</p> <p>It can be useful to know about these as if we are in the blue, yellow or red zones and do an activity to release one of these hormones it can help us to move between the zones.</p> <p>When moving to secondary school it can be useful to recognise which zone we are in. We can sort our worries into things that we cannot control and have to distract ourselves from and things which are in our control and we can make a plan for.</p>	<p>DOSE of happiness- Class debate- Should schools be more focused on producing happiness hormones than on academic results?</p>  <p><u>Transition scripts:</u> Children practise using the 'worry tree' in relation to worries about transition to secondary school. This helps them to determine what is in their control and beyond their control.</p> <p>During class discussion about transition to secondary and how this relates to their zones, practise the following scripts with a range of scenarios and worries.</p> <p>E.g. when I think about _____ I feel _____ in the _____ zone. I feel better when I remember that _____ I can prepare by _____</p> <p><b>When I think about</b> getting lost at high school <b>I feel panicked in the red zone. I feel better when I remember that</b> most people only get lost in the first week and the adults are there to help me with this. <b>I can prepare myself by</b> looking at the school map.</p>	<p>Worry Tree PDF- saved on Curriculum Space</p>
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June	Safety	Why are people scared of gangs?	<p>Thinking for yourself. Peer pressure. Saying 'no'.</p> <p>A gang can be a group of friends who hang around with each other. Sometimes gangs can fight other gangs, be violent or make people do things they don't want to do. Human behaviour – labelling theory.</p> <p>How to manage the influence of friends and family on health choices (time spent online, food and drink, sleep, physical activity, drugs-legal and illegal)</p>	<p>How does the internet help gangs to function?</p> <p>to recognise unsafe or suspicious content online and what to do about it</p> <p>Recap 4Cs of online safety and the risks associated with these: Content Contact Conduct Commerce</p>	<p>PSHE Association- Drugs and Alcohol- Year 5/6 Lesson 3&amp;4</p> <p>Project Evolve- Year 6-Managing online information- Lessons 4,5,6,11 covering misinformation, manipulation and reporting (inappropriate content)</p>	
July	Safety/ Responsibility	What do we mean by 'relationships'?	<p>People have many relationships in their lives including romantic and intimate relationships.</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. People who are attracted to each other or love each other can be any sex, ethnicity or faith.</p> <p>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>	<p>Are age restrictions online taken seriously?</p>	<p>RSE Lesson 2 – Sexual intercourse. (PARENTS HAVE THE RIGHT TO WITHDRAW FROM THIS LESSON)</p> <p>RSE- Year 5 – lesson 2 – periods have been covered in Year 5 so recap this and make sure to teach about wet dreams as this has been omitted from Year 5. Teach this lesson after the sexual intercourse lesson so that children have an understanding of why sperm is produced.</p>	

			<p>How puberty relates to growing from childhood to adulthood. Periods and wet dreams are a normal part of growing up.</p> <p>About the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>How to ask for support or where to seek further information and advice regarding growing up and changing</p>		<p>NOTE: We are <b>no longer</b> teaching RSE lesson 5</p> <p>Project Evolve- Year 6-Health wellbeing and lifestyle- Lesson 1</p>
Transition	Confidence/ Engagement	Why do some people make friends easily?	<p>Being confident enough to be you and to be proud.</p> <p>Going to high school can be a daunting concept. Our friendships will change and we may not choose to hang out with our primary school friends anymore. Engaging in conversations and finding out about others is a really exciting opportunity.</p>		<p>PSHE Association- Mental health and Emotional Wellbeing KS2 Y5/6 Lesson 4- transition to secondary.</p>