



RSHE Medium Term Plan
Spring Term: Living in the wider world



Year 1: Living in the wider world	
Session 1	<p>RSE: Respectful Relationships</p> <p>To understand 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</p>
Session 2	<p>RSE Caring friendships</p> <p>I know how to join in</p> <p>The characteristics of friendships, including sharing interests and experiences and support with problems and difficulties.</p> <p>Going to the Volcano – Andy Stanton</p>
Session 3	<p>RSE Caring friendships</p> <p>I know how to join in</p> <p>I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>
Session 4	<p>RSE Respectful Relationships</p> <p>I know how to look after the local environment (school)</p> <p>Practical steps they can take in a range of different context to improve or support respectful relationships</p>
Session 5	<p>RSE Families and people who care for me</p> <p>To understand 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.</p> <p>Errol’s garden – Gillian Hibbs</p>
Session 6	<p>RSE Families and people who care for me</p> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>To understand what is special about my family</p> <p>Hair it’s a family affair – Mylo Freeman</p>
Session 7	I know where money comes from
Session 8	I know how to keep money safe.



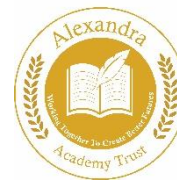
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Year 2: Living in the wider world	
Session 1	I know what groups and communities I belong to RSE Families and people who care for me: Pupils should know that families are important for children growing up because they can give love, security and stability
Session 2	I know who special people are in my community and how they help me. RSE Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources
Session 3	RSE Caring friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Respectful relationships: 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. Can I join your club – John Kelly and Steph Laberis
Session 4	RSE Respectful relationships 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. What the jackdaw saw – Julia Donaldson and Nick Sharratt
Session 5	I can suggest ways to look after the local environment. (surrounding area) RSE Respectful relationships: Practical steps they can take in a range of different context to improve or support respectful relationships
Session 6	I know why it is important to save energy
Session 7	I know where money comes from and what it is used for. (difference between needs and wants)
Session 8	I know why it is important to save money



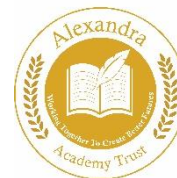
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Year 3 Spring term: Living in the wider world	
Session 1	I know where money comes from and what it is used for. (difference between needs and wants) RSE Caring friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Session 2	I know I am different and that we all have differences RSE Respectful relationships: 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.
Session 3	I show respect for diversity in my community Respectful relationships: 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.
Session 4	to explore characteristics of family life Respectful relationships: To understand 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.
Session 5	I know why it is important to save energy
Session 6	I know about different groups and communities Respectful relationships: 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.
Session 7	I know how to get help in an emergency. Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard and where to get advice e.g. family, school and/or other sources
Kiva (Anti-bullying)	Lesson 4: Difference is richness Lesson 5: There's no bullying at a Kiva school Lesson 6: We will not join in with bullying



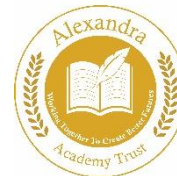
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Year 4 Spring term: Living in the wider world	
Session 1	<p>RSE Respectful relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships the importance of self-respect and how this links to their own happiness.</p> <p>Along came different – Tom McLaughlin</p>
Session 2	<p>RSE Respectful relationships: the importance of self-respect and how this links to their own happiness.</p> <p>Red: a crayons story – Michael hall</p>
Session 3	<p>RSE Respectful relationships: 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</p> <p>Julian is a mermaid – Jessica Love</p>
Session 3	<p>I can appreciate the values and customs of people around the world</p> <p>RSE Respectful relationships: 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.</p>
Session 4	<p>To understand how choices I make affect people around me</p> <p>RSE Respectful relationships practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Session 5	<p>To understand how choices affect individuals, communities and sustainability of the environment across the world.</p>
Session 6	<p>I know why it is important to manage money</p>
Session 7	<p>To understand the concept of what interest, loans, debt and tax are.</p>
Kiva (Anti-bullying)	<p>Lesson 4: Difference is richness Lesson 5: There's no bullying at a Kiva school Lesson 6: We will not join in with bullying</p>



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Year 5 Spring term: Living in the wider world	
Session 1	I know how and why laws are made
Session 2	<p>RSE Respectful relationships 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.</p> <p>Tango makes three – Justin Parnell and Peter Richardson</p>
Session 3	<p>RSE Respectful relationships 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. How do we stop segregation?</p> <p>Mixed – Arree Chung</p>
Session 4	<p>RSE Respectful relationships what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>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.</p> <p>Proudest Blue - Ibtihaj Muhammad and S.K. Ali (book changed due to clashes with Ks2 English book)</p>
Session 5	<p>I understand the effects and consequences of anti - social behaviour.</p> <p>RSE Respectful relationships practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Session 6	<p>I know what my rights and responsibilities are in my local community</p> <p>RSE Respectful relationships practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
Session 7	<p>I know what my rights and responsibilities are towards sustaining the environment.</p> <p>RSE Respectful relationships 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.</p>
Session 8	<p>I understand the role money plays in my life and the life of others. I know what is meant by 'interest' 'loans' and 'debt' and 'tax'.</p>
Kiva (Anti-bullying)	<p>Lesson 4: Hidden forms of bullying</p> <p>Lesson 5: Consequences of bullying</p> <p>Lesson 6: Group involvement in bullying</p>



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Year 6 Spring term: Living in the wider world	
Session 1	<p>I understand that human rights overrule any beliefs, ideas or practices that harm others.</p> <p>RSE Respectful relationships 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.</p> <p>The island – Armin Greder</p>
Session 2	<p>RSE Respectful relationships what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>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.</p> <p>Rose Blache – Ian McEwan and Roberto Innocenti</p>
Session 3	<p>I understand that human rights overrule any beliefs, ideas or practices that harm others.</p> <p>To consider responses to racism RSE Respectful relationships 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.</p>
Session 4	<p>To consider language and freedom of speech. RSE Respectful relationships practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The only way is Badger – Stella J Jones and Carmen Saldana</p>
Session 5	<p>To consider democracy RSE Respectful relationships 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.</p> <p>A day in the life of Marlon Bundo - Marlon Bundo and Jill Twiss</p>
Session 6	<p>I can be critical of what I see and read in the media.</p> <p>RSE Being safe how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Understand what fake news is.</p>
Session 7	<p>I understand how resources in the community are allocated and the effect this has on individuals</p>
Session 8	<p>I understand how resources are allocated and the effect this has on communities and the environment.</p> <p>King of the sky – Nicola Davis</p>
Kiva (Anti-bullying)	<p>Lesson 4: Hidden forms of bullying</p> <p>Lesson 5: Consequences of bullying</p> <p>Lesson 6: Group involvement in bullying</p>