

**Unit Title: This is who I am****Unit: Module 1**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"><li>• To name body parts correctly, including genitals</li><li>• To identify physical differences between boys and girls.</li><li>• To identify similarities and differences between people (size, hair colour, skin colour, etc.)</li><li>• To be aware of myself: name, picture, etc. Identify who are you?</li><li>• To know that I am a 'boy/man/male' – 'girl/woman/female' – My gender</li><li>• To be able to clearly indicate preferences and dislikes. What do I like to do?</li><li>• To be able to make a choice from a group of things/experiences/items. What makes me feel good?</li><li>• To be able to explain 'why' you like/dislike something.</li><li>• To be able to indicate people who you like and people who you do not particularly feel comfortable with. Who I like/do not like?</li><li>• To be able to explain 'why' you like/dislike someone.</li><li>• To explore what that may feel like for the other person.</li></ul>	<ul style="list-style-type: none"><li>• What are the body parts?<ul style="list-style-type: none"><li>- Labelling all external body parts</li><li>- Labelling some internal body parts</li><li>- Labelling all sexual body parts</li></ul></li><li>• What are the differences between boys and girls bodies?<ul style="list-style-type: none"><li>- Identifying similarities and differences between people</li><li>- Physical appearance, likes-dislikes, names, photos, signatures, etc.</li></ul></li><li>• My identity: identify my photo, name, house, family members, school, etc.</li><li>• Am I a boy or a girl? My gender.</li><li>• Things about me: my likes and dislikes. My preferences when selecting between a variety of topics. Pupils' voice.<ul style="list-style-type: none"><li>- Practicing my voice. What are my preferences?</li><li>- Practicing saying NO. Learning how to refuse or protest.</li></ul></li><li>• Who are the members of my family? Who are my friends in class? Choosing preferences between people.<ul style="list-style-type: none"><li>- Preferences between people. Who do I prefer to play? Go for a trip? Read me a book in bed?</li></ul></li></ul>	

- Preferences between people: What do I like about my family/friends/teachers?
- Differentiating people I know (my family and friends) and people I like (celebrities)

**Unit Title: Relationships and Life Events****Unit: Module 2**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To identify different relationships that I may be involved in?</li> <li>• To be able to name the different types of relationship that I may be involved in</li> <li>• To know that you may act differently in different relationships.</li> <li>• To identify elements of a safe relationship and who cares for you?</li> <li>• To be able to demonstrate that I know who is in my family?</li> <li>• To explore what means to be part of a family? Safety, comfort, love.</li> <li>• To understand that there are activities I don't like to do but I have to.</li> <li>• To be able role play been a good friend.</li> <li>• To be able to express activities/games I want to do with my friends.</li> <li>• To be able to plan an activity I want to do with my friends</li> <li>• To be able to understand that my choices might have consequences.</li> <li>• To be able to label different types of relationships</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different relationships that I may be involved in? <ul style="list-style-type: none"> <li>- To be able to name the different types of relationship that I may be involved in</li> <li>- To know that you may act differently in different relationships.</li> </ul> </li> <li>• What is a safe relationship? <ul style="list-style-type: none"> <li>- Who cares for you?</li> </ul> </li> <li>1. Families: <ul style="list-style-type: none"> <li>- Who is in my family</li> <li>- Family tree: to explore the concept of (mum, dad, sister, brother, child, grandparents, grandchildren, etc.)</li> <li>- What means to be part of a family? Safety, comfort, love.</li> <li>- Sort photos of family members</li> <li>- Doing things that I have to do: <ul style="list-style-type: none"> <li>▪ To express how it feels to do things I may not necessarily want to do.</li> <li>▪ To be able to carry out directed tasks, instructions, etc.</li> <li>▪ To be able to name/describe – things/experiences that we have no control.</li> </ul> </li> </ul> </li> </ul>	

<p>including romantic/sexual relationships.</p> <ul style="list-style-type: none"> <li>• To explore why people want to form romantic relationships.</li> <li>• To be explore personal qualities that you might find attractive in a romantic partner.</li> <li>• To understand dangers in the community</li> <li>• To be able to label stranger/safe people in the community.</li> <li>• To practice how to respond to a stranger.</li> <li>• To understand the dangers of sharing information online.</li> <li>• To be aware that behind an online profile there is a person.</li> <li>• To be able to maintain a friendly/romantic relationship.</li> <li>• To practice manners and problem solving with friends/romantic relationship.</li> <li>• To explore what is to be 'alone' (as a child, as a teenager, as an adult) and explore what feelings might be generated when we are alone.</li> <li>• To be able to sequence events in my life.</li> </ul>	<p>2. Friendships:</p> <ul style="list-style-type: none"> <li>- What makes a good friend? How can I be a good friend?</li> <li>- Visiting a friend</li> <li>- Doing things that I want to do: <ul style="list-style-type: none"> <li>▪ To be able to 'action' an event/experience independently.</li> <li>▪ To be able to be 'in control' of my own choice and its outcomes.</li> <li>▪ To be able to say NO if I don't want to do something.</li> </ul> </li> </ul> <p>3. Romantic Relationships:</p> <ul style="list-style-type: none"> <li>- What love means. What is to be in love?</li> <li>- What is to be attracted to someone emotionally, romantically or sexually?</li> <li>- Marriage and civil partnership. Why couples want to be together?</li> </ul> <p>4. Online Relationships:</p> <ul style="list-style-type: none"> <li>- Dangers online</li> <li>- Online sexual abuse</li> </ul> <ul style="list-style-type: none"> <li>• Developing and maintaining positive relationships:</li> </ul>	
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- To be able to express my opinion about events that might happen soon in my life.
- To understand that periods of time end.
- To be able to explore what happens when people get old.
- To understand that death means to do not see a person anymore.

- Sharing space with people
- Taking part in an experience together
- Formal manners (considering other people)
- Being alone:
  - To explore what is to be 'alone' (as a child, as a teenager, as an adult).
  - To examine what feelings are generated when we are alone.
- Stranger/Danger: Dealing with strangers at home, school, community.
- Key life events (birth/death/going to school/leaving school/meeting people/dinner time/etc.)
  - Feelings around experiences we have had in our lives.
  - Talk about and discuss some of the life events that have not happened yet.
  - What happens when people get older?
- Death and grief.

**Unit Title: What areas are private? How to say NO****Unit: Module 3**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To identify items/spaces that are mine.</li> <li>• To explore different textures, feelings and touches and express/react in pleasure or discomfort.</li> <li>• To know and name private body parts.</li> <li>• To know that vagina and penis are private.</li> <li>• To recognise where it is inappropriate to touch others on their bodies.</li> <li>• To be able to indicate that I didn't like a touch.</li> <li>• To practice ways of saying NO.</li> <li>• To seek permission to touch others anywhere on their body apart from the hands.</li> <li>• To know that there are private places where we dress and undress</li> <li>• To be able to identify the state of physical arousal in themselves</li> <li>• To label spaces at</li> </ul>	<ul style="list-style-type: none"> <li>• What is mine? What is not mine? Which things are mine in class? Which things are mine at home? <ul style="list-style-type: none"> <li>- Labelling my things.</li> <li>- Identify my room, bed, chair, clothes, etc.</li> <li>- Taking care of mine things.</li> <li>- Sharing my things. Who can touch my things? Can I touch things from others?</li> <li>- Treating with respect things that belong to someone else</li> <li>- Private things in class. What is private? Learning to don't touch private things.</li> </ul> </li> <li>• What makes me feel nice and what does not?</li> <li>• Private zones on the body <ul style="list-style-type: none"> <li>- To show an understanding of the 'private' zones on my body – all areas apart from hands/arms/shoulders.</li> <li>- To explain why these parts are private.</li> <li>- To indicate where 'private zones' on the body are using photographs, illustrations and on their own body.</li> <li>- To know how to say/sign 'NO' if a private area of my body is touched.</li> <li>- To know how to say/sign if I did not like a specific touch (bad touches)</li> </ul> </li> </ul>	

<p>home/school/community that are private.</p> <ul style="list-style-type: none"> <li>• To practice ways of making a space private e.g. close door, lock, signs.</li> <li>• To know how to shut, lock and unlock a school/community toilet cubicle.</li> <li>• To know that although there are parts of my body which may not be regarded as private, this is an individual decision and may vary from person to person.</li> </ul>	<ul style="list-style-type: none"> <li>- PANTS rules</li> <li>- Where and when it is appropriate to be naked.</li> </ul> <ul style="list-style-type: none"> <li>• Private spaces in the school <ul style="list-style-type: none"> <li>- To be able to locate the private spaces in the school (toilet/shower/bathroom).</li> <li>- To know how a private space you are in remains safe i.e. close door, lock, etc.</li> <li>- To explore what makes a private space different to a public space.</li> </ul> </li> <li>• Private spaces in the community <ul style="list-style-type: none"> <li>- To be able to locate private spaces in the local community (cars/private houses/driveways).</li> <li>- To know that these private spaces are not to be entered (looking at signs 'keep out'/'private'/'danger', etc.)</li> <li>- To show an understanding of how to act in a public space in the local community.</li> </ul> </li> <li>• Private places at home <ul style="list-style-type: none"> <li>- To be able to locate private spaces at home (bedroom/bathroom/shower/toilet/bed).</li> <li>- To be able to explore what makes a private space different to a public space at home.</li> <li>- To know how to behave in a shared space 'at home'.</li> </ul> </li> </ul>	
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|  | <ul style="list-style-type: none"><li>• Where do I go when I need to be by myself in school/in the community?<ul style="list-style-type: none"><li>- What is 'private time'?</li><li>- To know where to go for 'private time' (e.g. time away from other people).</li><li>- To know how to request/indicate that I may require 'private time'.</li><li>- To be able to respond appropriately to someone entering my 'private space'.</li><li>- To be able to explain why it is not okay to share a private space (toilet/bathroom/shower) with another person at home/at school/in the local community.</li></ul></li><br/><li>• People I can talk at home/school/community if someone is entering my private space without my consent.</li></ul> |  |
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**Unit Title: Growing up and changes****Unit: Module 4**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"><li>• To look at body changes over time.</li><li>• To look at gender body changes over time</li><li>• To explore some of the physiological changes that occur to the body as we grow up.</li><li>• To explore how to handle some of the changes that are taking place in my body 'right now'</li><li>• To experience and identify different types of clothing</li><li>• To know which underwear is worn by men and women</li><li>• To know that underwear covers private parts</li><li>• To explore physiological changes that occur to my body during puberty.</li><li>• To understand that menstruation happens to all girls/women and is a perfectly normal part of growing up.</li><li>• To develop independence in personal hygiene during menstruation</li><li>• To explore how to handle some of the changes that are taking place in my body during puberty.</li><li>• To understand genital</li></ul>	<ul style="list-style-type: none"><li>• Changes to my body:<ul style="list-style-type: none"><li>- How has my body changed since I was a baby? Why is my body changing?</li><li>- To explore some of the physiological changes that occur to the body as we grow up.</li><li>- To know the difference between a – baby/boy/teenager/man/elderly person.</li><li>- To explore how to handle some of the changes that are taking place in my body 'right now'</li><li>- Why are we all different? Is it ok to be different?</li></ul></li><li>• What is puberty? What physiological changes occur to my body during puberty?<ul style="list-style-type: none"><li>- Changes in the body hair growth including 'private areas'</li><li>- Change in boy's voice</li><li>- Acne</li><li>- Body smells</li><li>- Genital growth. What is happening to my body when I get sexually excited?</li><li>- Male erections. Is it normal? What to do if I have an erection?</li><li>- Girls' breasts enlargement. Wearing a bra</li><li>- Menstruation. Personal hygiene during menstruation.</li></ul></li><li>• What things/activities can I do?</li></ul>	

growth and arousal.

- To know that having an erection is a perfectly natural and normal experience.
- To be able to show I can take part in the changes that I may be involved in the future.

- As a baby
- As a toddler
- As a child
- As a teenager
- As an adult I hope to...

- Changes in my life

- To be able to describe how I feel about 'change'.
- Transitions.
- Changes I can control (my clothes, my image, my future) and changes I can't control (family decisions, change of school, change of house, etc.)
- How do I feel about changes in my life that I don't like?

**Unit Title: Feelings and emotional confusion****Unit: Module 5**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To explore different feelings related to mild emotions such as like and dislike (who and what), annoyance.</li> <li>• To recognise that some likes and dislikes change over time, but some will stay the same.</li> <li>• To explore the stronger relationships related emotions of love, infatuation, jealousy, anger, sadness, embarrassment.</li> <li>• To differentiate different types of love and to be able to recognise that any form of love is based on respect.</li> <li>• To explore one's self and be comfortable with who we like and who we don't like.</li> <li>• To be able to identify what/who makes me happy/aroused. For example, physical features, pictures of women/men, a smile, a look, a walk.</li> <li>• To experience sharing my feeling with another person. Learning how to complement/say NO.</li> <li>• To understand that a friendly relationship is based on respect and not making others sad/angry.</li> <li>• To see that we are often</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings – what makes us happy, sad, angry?</li> <li>• How do I feel about growing up and changing?</li> <li>• Why am I feeling sad or angry sometimes? Emotional Confusion</li> <li>• What is love? – different types of love</li> <li>• Choosing somebody: <ul style="list-style-type: none"> <li>- To make my own choice about who I work with, sit next to from a range of options.</li> <li>- To choose somebody that I feel is 'special' to me.</li> <li>- To be able to express why I have chosen somebody.</li> </ul> </li> <li>• How do I know how other people are feeling? Communicating with people <ul style="list-style-type: none"> <li>- To be able to communicate my intentions, feelings, choices to another person.</li> <li>- Why shouldn't I tease other people? Making others sad, angry.</li> </ul> </li> <li>• Staying 'OK' with another person</li> </ul>	

<p>both the same and different from other people.</p> <ul style="list-style-type: none"><li>• To be comfortable with our own strengths and weaknesses.</li><li>• To be able to identify somebody's emotional state through reading their 'facial expression'.</li></ul>	<ul style="list-style-type: none"><li>- How do I stay 'OK' with somebody if I have had an argument with them?</li><li>- How do I apologise to a friend after done something wrong?</li><li>- How do I stay 'OK' with somebody if they are not too keen on me?</li><li>• How do I feel<ul style="list-style-type: none"><li>- To name the different 'feelings/emotional states' that I may be feeling.</li><li>- To communicate to others how I am feeling whether I am happy (positive) – sad (negative).</li></ul></li><li>• Reading people's 'faces'<ul style="list-style-type: none"><li>- To be able to identify somebody's emotional state through reading their 'facial expression'.</li></ul></li></ul>	
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**Unit Title: Appropriate and inappropriate touch**

**Unit: Module 6**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To identify items/spaces that are mine.</li> <li>• To explore different textures, feelings and touches and express/react in pleasure or discomfort.</li> <li>• To be able to label different types of physical touches.</li> <li>• To be able to differentiate touches that I like/dislike.</li> <li>• To understand how my touches might make feel another person.</li> <li>• To know and name private body parts.</li> <li>• To know that underwear covers private parts.</li> <li>• To know that vagina and penis are private.</li> <li>• To recognise where it is inappropriate to touch others on their bodies.</li> <li>• To be able to indicate that I didn't like a touch.</li> <li>• To practice ways of saying NO.</li> <li>• To know that there are private places where we dress and undress</li> <li>• To be able to identify private spaces at home/school/community.</li> </ul>	<ul style="list-style-type: none"> <li>• What is mine? What things belong to me? Touching others things                             <ul style="list-style-type: none"> <li>- Asking my friends to touch their things. Learning phrases to ask for things. Sharing with others.</li> <li>- Treating objects kindly.</li> <li>- Respecting if others don't want to share their things</li> <li>- Taking/hiding things from others. Consequences. Feelings.</li> <li>- Touching/taking things from shops/community. Consequences. Possible solutions.</li> </ul> </li> <li>• Types of textures: rough, soft, burning, hard, scratchy, etc. How does it feel if I touch...?</li> <li>• Kind of physical touches:                             <ul style="list-style-type: none"> <li>- Soft, strong, kind, unkind.</li> <li>- Kind touches: pat on the back, hug, rubbing the arm, tickling, arm over shoulder, cheek to cheek, rubbing palm, holding hand, etc.</li> <li>- Unkind touches: gripping the arm, hitting, pushing, squeezing, hands on neck, pulling hair, scratching, kicking, etc.</li> </ul> </li> <li>• How this touch has made me feel? Zones of Regulation: expressing how I am feeling.                             <ul style="list-style-type: none"> <li>- How another person might feel if I touch them kindly/unkindly?</li> </ul> </li> <li>• Which parts of my body are 'private'?</li> <li>• Zones on our bodies that are okay/appropriate to touch in public                             <ul style="list-style-type: none"> <li>- To be able to say/sign the zones on the body that are 'okay' to touch.</li> <li>- To show a positive response through speech/sign/facial expression/body posture to</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• To be able to show negative response through speech/sign/facial expression/body posture to a NOT okay touch.</li> <li>• To be able to request that I want to go/be taken to a 'private space'.</li> <li>• To know the names or roles of the people who may need to touch us (doctors/nurses/dentists/physiotherapists/mother/father/careers).</li> <li>• To know that some forms of social touching are less acceptable with age.</li> <li>• To be able to identify the state of physical arousal in themselves</li> <li>• To know that masturbation is a perfectly natural and normal human act</li> <li>• To know that my bedroom is a private place where I can do private things</li> <li>• To know that masturbation is a perfectly normal act but it is also a private act and must be done in a private place</li> <li>• To know that even if using a locked cubicle, a public toilet (outside of school) may not be regarded as a safe space for the purposes of masturbating</li> <li>• To know how to successfully reach a climax</li> </ul>	<p>an 'okay' touch.</p> <ul style="list-style-type: none"> <li>- To be able to give and receive 'appropriate' touch this is to the fingers/hand/wrists/arms.</li> </ul> <ul style="list-style-type: none"> <li>• Zones on our bodies that are 'not okay/inappropriate' to touch in public <ul style="list-style-type: none"> <li>- To be able to say/sign/indicate the zones on the body that are '<b>NOT</b> okay' to touch.</li> <li>- To be able to show a negative response through speech/sign/facial expression/body posture to a '<b>NOT</b> okay' touch.</li> <li>- To be able to respond appropriately and effectively to a '<b>NOT</b> okay' touch.</li> </ul> </li> <li>• Where can we touch ourselves in private <ul style="list-style-type: none"> <li>- To know where to go if I need to touch myself in a private area of my body (in school/at home).</li> <li>- To be able to request that I want to go/be taken to a 'private space'.</li> </ul> </li> <li>• Where can we touch ourselves in public <ul style="list-style-type: none"> <li>- To know what to do if I need to touch myself in a private area of my body in a public space (shop/café/library/park).</li> <li>- To know that it is '<b>NOT</b> okay' to touch private areas of the body outside in the local community</li> </ul> </li> <li>• Who, Where and Why safe people may need to touch us <ul style="list-style-type: none"> <li>- To know the names or roles of the people who may need to touch us (doctors/nurses/dentists/physiotherapists/mother/father/careers).</li> <li>- To know that there are certain times when we may need to be touched in a private place (in the hospital/at the dentist's/when being changed/when being showered, etc.)</li> </ul> </li> </ul>	
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- To know the importance of keeping private parts of the body clean
- To identify safe people in my family/school/community.
- To be able to communicate to a safe person that I have been touched sexually without my consent.

- To know that we may sometimes need to be touched if we are injured/ upset/need changing.
- To know how to respond if any touch feels '**NOT** okay'
- The right to say **NO**, even if the person touching me is trying to help me.

- Who should I tell if someone wants to touch my private parts?
- Good secrets and bad secrets.
- What happens if a friend/peer is asking/doing things to me that I don't want to do?

#### **CONSENT**

- What parts of my body I regard as 'sexual'? Can I touch my sexual parts in a 'private space'?
- What happens when I am getting sexually excited?
- What is masturbation? Is it normal?
  - Differences between female/male masturbation
  - What happens during masturbation?
  - What are normal bodily fluids secreted from penis and vagina?
  - Hygiene during masturbation
  - Feelings before/during/after masturbation
- What is abuse? What is sexual abuse? Who can I tell if someone inappropriately touches me?

**Unit Title: Reproduction****Unit: Module 7**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To be able to match male and female animals.</li> <li>• To be able to match animals with their babies.</li> <li>• To sequence life cycles of animals and humans.</li> <li>• To understand what sex is and what is sexual intercourse?</li> <li>• To understand how sexual intercourse takes place.</li> <li>• To understand the sexual act must be between two consenting people</li> <li>• To recognise that tenderness, care and empathy are key components of any sexual act with another.</li> <li>• To be aware of the biological function of my sexual organs.</li> <li>• To understand about that men produce sperm and what is the biological function of it.</li> <li>• To recognise that penetrative sex between a man and a woman may well result in pregnancy.</li> <li>• To explore/sequence the steps of pregnancy. Changes in the body of a woman during pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• How do different animals have babies?</li> <li>• How do different animals look after their babies before and after birth?</li> <li>• What is love? What does it mean to be a couple? <ul style="list-style-type: none"> <li>- Examples of couples: mum, dad, grandparents, neighbours, animal kingdom.</li> </ul> </li> <li>• How much have I changed since I was a baby?</li> <li>• How does conception occur? How a baby is born? <ul style="list-style-type: none"> <li>- What is sex? What is a sexual relationship?</li> <li>- What is sexual intercourse? <ul style="list-style-type: none"> <li>▪ To understand how sexual intercourse takes place.</li> <li>▪ To understand the concept of ‘consent’ – Saying <b>YES</b></li> <li>▪ Consent: freedom and capacity to say <b>YES</b></li> <li>▪ To be aware of the biological function of my sexual organs.</li> </ul> </li> </ul> </li> <li>- Where does a baby live before it is born?</li> <li>• What is pregnancy? <ul style="list-style-type: none"> <li>- How is a woman/female getting pregnant?</li> <li>- What is sperm and where does a man produce it?</li> <li>- How many eggs does a woman have? Period cycles</li> </ul> </li> </ul>	

<ul style="list-style-type: none"><li>• To understand how the baby is born.</li><li>• To understand that a sexual act not always will have the result of a pregnancy.</li><li>• To explore different contraception methods and how to use them.</li><li>• To understand that a baby needs care and attention.</li><li>• To understand how a baby is fed.</li><li>• To recognise that a baby might cry, make noise or affect our emotions at home.</li><li>• To explore how media present parenthood and be able to discuss our opinion about being parents.</li></ul>	<ul style="list-style-type: none"><li>- How do sperm reach the egg to make a baby?</li><li>- Changes in the body of a woman during pregnancy</li><li>- How does the baby develop?</li><li>- How is the baby born? Going to the hospital</li><li>• Does conception always occur, or can it be prevented?<ul style="list-style-type: none"><li>- Contraception methods</li><li>- Abortion</li></ul></li><li>• What does a new baby need to keep it happy and healthy?<ul style="list-style-type: none"><li>- Breastfeeding</li><li>- Care and protection</li><li>- Growing up</li></ul></li><li>• Changes, emotions and feelings when a new baby comes home</li><li>• How do families with same-sex parents have babies?<ul style="list-style-type: none"><li>- Adoption</li></ul></li><li>• Media expectations. Is it OK to don't want to have babies?</li></ul>	
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**Unit Title: Safe and Healthy Lifestyle****Unit: Module 8**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"> <li>• To be explore tasting healthy foods.</li> <li>• To be able to sort healthy/unhealthy food.</li> <li>• To be able to create a healthy meal/diet.</li> <li>• To understand what might happen to our bodies if we eat too much food.</li> <li>• To identify what ingredients are in my meal.</li> <li>• To understand that food that it's advertised it's not always good for me.</li> <li>• To be able to discuss illnesses related with eating/not eating food.</li> <li>• To be able to participate in games/physical activities alone/with peers.</li> <li>• To be able to choose a physical activity I like to do at school/home/community.</li> <li>• To understand benefits of physical exercise</li> <li>• To explore how exercise helps me to stay calm/happy.</li> <li>• To follow a timetable/visual aid to balance the time I spend using electronic devices.</li> <li>• To be able to explore age-</li> </ul>	<ul style="list-style-type: none"> <li>• What is to be healthy? What is to have a healthy lifestyle?</li> <li>• What is a healthy diet? To understand the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices <ul style="list-style-type: none"> <li>- Healthy/unhealthy food – sort good/bad food for our bodies</li> <li>- Healthy recipes. Fresh food</li> <li>- Healthy food that I like. Shall we try more?</li> <li>- Fast food and media</li> <li>- Ways of healthy cooking – dangers of uncooked food</li> <li>- Keeping safe: wash my hands before preparing food to prevent sickness</li> <li>- Identify the correct places to store food</li> <li>- Overweight and health problems – risks of eating too much food</li> <li>- Create a healthy and balanced diet</li> <li>- Risks of eating too much sugar</li> <li>- Food disorders i.e. anorexia and bulimia</li> </ul> </li> <li>• How can we maintain healthy and fit? Understand the benefits of physical activity and exercise for physical and mental health and wellbeing <ul style="list-style-type: none"> <li>- To understand physical movement: practice ways to be physically active everyday</li> <li>- Benefits of regular exercise. Show preference to different forms of exercise.</li> <li>- Types of exercises I can do at school/home/community</li> </ul> </li> </ul>	

<p>appropriate content online.</p> <ul style="list-style-type: none"> <li>• To practice basic rules to keep me safe online.</li> <li>• To understand that some content online is not appropriate for me.</li> <li>• To practice getting help if I find something dangerous/scary/inappropriate online.</li> <li>• To understand that comments online might hurt others.</li> <li>• To be able to identify dangerous signs in packages.</li> <li>• To label safe people to give me medicines.</li> <li>• To be able to find simple solutions for everyday problems.</li> <li>• To understand that some substances are dangerous and might hurt my body.</li> <li>• To be able to follow a timetable/visual aid to regulate my sleeping time.</li> <li>• To understand the difference between good secrets and bad secrets.</li> <li>• To be able to identify safe people to ask for help if I feel bad about a secret.</li> <li>• To be able to differentiate between people I know and</li> </ul>	<ul style="list-style-type: none"> <li>- Exercises that makes me be calm and relax</li> <li>- Sharing a physical activity with others. Group games</li> <li>- Rules during cooperative games</li> <li>• E-safety. What risks and dangers we may find online? <ul style="list-style-type: none"> <li>- The importance of balancing time online with other activities. Strategies</li> <li>- Different ways to learn and play; the importance of taking a break form time online or TV</li> <li>- To enjoy age-appropriate content online. Access to a variety of platforms.</li> <li>- To understand about rules and age restrictions that keep us safe</li> <li>- To discuss that not all information seen online is true</li> <li>- To practice basic rules to keep us safe online, including what is meant by personal information and what should be kept private.</li> <li>- To understand to don't write/send pictures, names, address to anybody online.</li> <li>- To understand the importance of telling a trusted adult if they come across something that scares them.</li> <li>- Social media. Dangers and risks. How can we safely use social media?</li> <li>- Maintaining and keeping safe and respectful friendships online. Cyber-bullying</li> <li>- Online grooming</li> <li>- Sexting</li> </ul> </li> </ul>	
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<p>strangers.</p> <ul style="list-style-type: none"> <li>• To be able to respond appropriately to strangers.</li> <li>• To practice ways of greeting to different people.</li> <li>• To be able identify emergency services.</li> <li>• To practice different ways of calling for help.</li> <li>• To be able to practice basic first aid.</li> <li>• To be able to use different appliances safely.</li> <li>• To understand risks of using appliances.</li> <li>• To know how to prevent hazards at home/school/community.</li> <li>• To identify ways we can help the environment.</li> <li>• To practice ways of helping the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Online sexual abuse</li> <li>- Pornography</li> <li>- The risks associated with online gambling. Transactions hidden in games.</li> </ul> <ul style="list-style-type: none"> <li>• Safe choices: <ul style="list-style-type: none"> <li>- To understand that medicines can help people to stay healthy.</li> <li>- To know that I need an adult to take medicines.</li> <li>- To discuss that some household products can be harmful if not used correctly.</li> <li>- Knowing that special symbols on packaging means dangerous.</li> <li>- How to keep safe in the sun and protect skin from sun damage. Wearing a hat, sun cream, etc.</li> <li>- The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines.</li> <li>- Identify common drugs (alcohol, cigarettes) and the negative effects to our bodies.</li> <li>- To discuss the consequences of substance use including drugs, alcohol and tobacco.</li> </ul> </li> <li>• Sleeping well. <ul style="list-style-type: none"> <li>- Why sleeping is important and different ways to rest and relax.</li> <li>- The importance of sleep and strategies to maintain good quality sleep.</li> </ul> </li> <li>• Keeping a healthy sexual life. Understand the use and purpose of contraception methods i.e. condoms, oral pill, UID, hormonal ring.</li> <li>• Differences between secrets and surprises. Talking to an adult if something surprises</li> </ul>	
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you.

- When is it good or bad to keep secrets? The importance to share key information with your family.

- Reporting harmful sexual behaviour

- How can I keep myself/myself and others safe during an emergency situation?

Emergency services

- Ways to keep safe in familiar environments and how to cross the street safely.

- How to keep safe at home and in the presence of strangers.

- Identifying risk in familiar social settings i.e. home, school, swimming pool, playground.

- Identifying risk in new social settings i.e. work experience placements, home, online.

- Types of hazards: how to identify them and act accordingly

- How to get help if there is an accident and someone is hurt?

- How to get help in an emergency (how to dial 999 and what to say)?

- How can I contact emergency services? Use of phone, text, alarms, call for help.

- Identify people whose job it is to help keep us safe e.g. family, teachers, police, fire brigade, nurses, doctors, etc.

- Get to know basic first aid kit items. Allow others to take care of me if I am hurt or ill.

- Practicing basic first aid. Can I keep myself and others safe?

- To increase confidence in performing basic first aid. Can I keep myself and others safe?

- Keeping safe when using household appliances. Independent use of appliances (when appropriate):

- Toaster
- Fridge
- Television
- Radio
- Computer and tablet
  
- Microwave
- Hoover
- Dishwasher
- Hairdryer
- Phone
- Radiator
  
- Kettle
- Hob
- Oven
- Coffee machine
- Washing machine
- Fan

- Mixers and blenders
  
- The Environment: things I can do to help looking after the environment
  - Recycling
  - Transport methods
  - Saving energy
  - Current global environmental issues: what can we do?
    - Air and soil pollution
    - Loss of clean water
    - Climate change
    - Deforestation
    - Loss of biodiversity
    - Endangered animals
    - Overpopulation
    - Soil contamination
    - Waste and chemicals

**Unit Title: Personal Care and hygiene****Unit: Module 9****LEARNING OBJECTIVES**

- To be able to wash my hands independently
- To be able to get dress/undress independently.
- To be able to use the toilet independently.
- To be able to wash my face independently.
- To be able to shower independently.
- To be able to brush my teeth independently.
- To be able to choose any product I might need for my personal hygiene independently.
- To be able to wash my intimate parts properly.
- To be able to wash my face and body during puberty.
- To be able to perform personal hygiene during my period.
- To be able to identify signs of illness in myself and others.

**POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES**

- How can I look after my body now or during puberty? Being more independent
- Getting dressed/undressed (when appropriate):
  - To be able to dress and undress independently.
  - To be able to use a variety of different fasteners (zips/studs/buttons/hooks/Velcro).
  - To be able to put on/remove shoes.
- Using the shower appropriately (when appropriate):
  - To be able to turn the shower on/off independently.
  - To be able to close the shower door to make the room private
  - To be able to apply the soap independently.
  - To be able to wash the soap off independently.
  - To be able to regulate the heat of the water independently.
  - To be able to identify and use different shower products (gel, shampoo, sponge, etc)
- Using the toilet appropriately (when appropriate):

**POINTS TO NOTE**

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|  | <ul style="list-style-type: none"><li>- To be able to close the door to in order to ensure that the cubicle is private</li><br/><li>- To be able to pull trousers/skirts down independently.</li><br/><li>- To be able to pull trousers/skirts up independently.</li><br/><li>- To be able to wipe independently.</li><br/><li>- To be able to flush independently.</li><br/><li>- To be able to exit and wash hands independently.</li><br/><li>• Cleaning my teeth appropriately (when appropriate):<ul style="list-style-type: none"><li>- To be able to open the tube of toothpaste independently.</li><br/><li>- To be able to squeeze the toothpaste from the tube independently.</li><br/><li>- To be able to place the toothpaste on the brush independently.</li><br/><li>- To be able to brush teeth independently.</li><br/><li>- To be able to rinse independently.</li><br/><li>- To explore different oral hygiene products as dental floss or mouthwash</li></ul></li><br/><li>• Washing my hands (when appropriate):</li></ul> |  |
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- To be able to turn the taps on and place the plug in the sink independently.
- To be able to regulate the heat of the water and the amount required independently.
- To be able to apply soap and wash it off independently.
- To be able to dry hands independently.
- To explore different ways of drying my hands
  
- Face hygiene
  - To be able to turn the taps on and place the plug in the sink independently.
  - To be able to regulate the heat of the water and the amount required independently.
  - To be able to apply soap and wash it off independently.
  - To be able to dry the face after independently.
  - What is shaving? How can I shave? Being careful when shaving.
  
- Choosing what I need
  - To know what to take to the shower/bathroom/toilet area (towel, soap, toothbrush, pad).
  - To be able to apply any hygiene product needed after shower (deodorant, creams,

etc)

- To be able to identify basic hygiene products when going shopping
  
- Cleaning my intimate parts properly
  - To be able to remove all soap/shower gel from all parts of the body.
  
  - To be able to dry myself with a towel after my shower/bath without support.
  
  - To know that I have finished washing and drying without being told.
  
  - To know the names and how to use female intimate products for menstruation.
  
- Recognising signs of illness:
  - Expressing why I am not feeling well
  
  - Where it hurts? Name correctly parts of the body
  
  - What shall I do if I am not feeling well? Who should I talk to? Is it safe to see the school nurse?

**Unit Title: Wellbeing and mental health****Unit: Module 10**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"><li>• To be able to identify happy faces when exploring visuals e.g. photos, videos, friends' faces.</li><li>• To make a selection of activities that makes me feel happy/sad.</li><li>• To explore another person's likes and dislikes.</li><li>• To be able to make a wish list.</li><li>• To explore different strategies to make me feel calm at school.</li><li>• To be able to select activities to make me feel calm at home.</li><li>• To explore new ways of relaxing e.g. yoga, meditation, exercise.</li><li>• To practice ways to communicate others that I need help.</li><li>• To explore one's self and be comfortable with the things we like and the things we don't like.</li><li>• To explore one's self and be comfortable with who we like and who we don't like.</li><li>• To be able to identify personal strengths, skills and interests.</li><li>• To be comfortable with our own strengths and</li></ul>	<ul style="list-style-type: none"><li>• What is 'to be happy'/happiness? What makes me feel special?<ul style="list-style-type: none"><li>- To celebrate why we are all special.</li><li>- To recognise what makes me feel special</li><li>- To identify ways to make people feel special</li><li>- Things I believe it will make me happy in the future</li></ul></li><li>• How can I manage strong feelings like sad or anger?<ul style="list-style-type: none"><li>- Finding ways to help me relax/or change my mood when I don't feel good</li><li>- Mental health: ways of relaxing (yoga/breathing/exercise/etc.</li><li>- What can other people do to make me feel good?</li></ul></li><li>• What are my qualities? To recognise the ways in which we are all unique:<ul style="list-style-type: none"><li>- To identify what I am good at and what I like/dislike</li><li>- What have I achieved? Think of things you have achieved and celebrate success</li><li>- To identify my strengths: show to my friends/everybody what I am capable of.</li><li>- To identify personal strengths, skills and interests</li></ul></li></ul>	

<p>weaknesses.</p> <ul style="list-style-type: none"> <li>• To be aware that others will have both strengths and weaknesses.</li> <li>• To be able to match how I am feeling and what to do to relax/be calm.</li> <li>• To be able to share activities with people I like.</li> <li>• To recognise that it is difficult to love others if we don't love ourselves.</li> <li>• To be aware that it is necessary to trust some people to build friendships or positive relationships.</li> <li>• To recognise that liking a person is an essential first step to having a relationship with them.</li> <li>• To practice strategies to build new friendships.</li> <li>• To understand that to share things we need to treat items with respect and care.</li> <li>• To reflect on friends and friendships.</li> <li>• To reflect on friendship as a two way relationship.</li> <li>• To reflect on our responsibilities as friends.</li> <li>• To be comfortable with the process of giving compliments to others.</li> <li>• To recognise that kindness,</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem: What makes me feel good? <ul style="list-style-type: none"> <li>- Finding activities to do that make me happy</li> <li>- Sharing activities with people I like</li> <li>- The concept of 'Wellbeing'</li> <li>- Sense of self-worth</li> </ul> </li> <li>• Friendships and Wellbeing: <ul style="list-style-type: none"> <li>- The importance of friendships to be/feel happy</li> <li>- Strategies for building positive friendships</li> <li>- Play and work cooperatively: solving problems when playing together</li> <li>- Sharing my things with my friends</li> <li>- Sharing the same goals – building together</li> <li>- How positive friendships support wellbeing</li> </ul> </li> <li>• Feelings: about different feelings I can experience when I am with friends or I am alone. <ul style="list-style-type: none"> <li>- Labelling feelings: what do we mean when we talk about happy or sad?</li> </ul> </li> </ul>	
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<p>care and empathy are key components of any friendship.</p> <ul style="list-style-type: none"> <li>• To be able to label common feelings.</li> <li>• To practice different ways of sharing my feelings.</li> <li>• To identify safe people in every environment.</li> <li>• To understand that sharing things with others is a big part of being happy.</li> <li>• To practice asking others to interact/play/talk with you.</li> <li>• To understand that teachers are safe people to talk if things are home are not ok.</li> <li>• To practice strategies to self-regulate.</li> <li>• To practice problem solving strategies when interacting with others.</li> <li>• To practice using different tools when dealing with strong feelings.</li> <li>• To understand that mood-swings are a part of being a teenager and it's ok to feel confused.</li> <li>• To be able to plan in advance and take decisions about small activities.</li> <li>• To accept that all periods will end and how to</li> </ul>	<ul style="list-style-type: none"> <li>- Ways of sharing feelings; a range of words to describe feelings</li> <li>- Who can I go to if I am worried about something? The importance of sharing feelings</li> <li>- How to ask for help if a friendship is making me feel unhappy</li> <li>- Abuse: types of abuse</li> <li>- How to recognise what my friends might be feeling</li> <li>- Who can I go to if I am feeling lonely?</li> <li>- How to recognise when I or someone else feels lonely and what to do</li> <li>- I am not happy at home. The importance of sharing your feelings with your teacher.</li> <li>- How to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice</li> <li>• How can I cope with strong feelings such as anger, sadness, excitement, tiredness, frightened and love? <ul style="list-style-type: none"> <li>- Problem-solving strategies when dealing with emotions</li> <li>- Depression (feeling incredibly sad)</li> <li>- Anxiety (feeling scared/nervous)</li> </ul> </li> </ul>	
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<p>communicate if I feel anxious.</p> <ul style="list-style-type: none"> <li>• To understand that kindness and respect are the foundations of a positive friendship.</li> <li>• To label negative behaviours and dangerous situations.</li> <li>• To be able to stop a friend from not being kind to others.</li> <li>• To practice how to say stop if someone teases me.</li> <li>• To identify and appropriately respond to dangerous situations e.g. someone breaking your toys or being unkind to you.</li> <li>• To be able to ask for help if I encounter something dangerous online.</li> <li>• To be able to talk to a safe person if I feel abused.</li> <li>• To participate in decision making about my life.</li> </ul>	<ul style="list-style-type: none"> <li>- Mood-swings</li> <li>• Anxiety times: challenges and change, including the transition to a new class/new year group/new schools/college <ul style="list-style-type: none"> <li>- Transitions: new class/teacher/friends</li> <li>- Changes: the new opportunities and responsibilities that increasing independence may bring to my life</li> </ul> </li> <li>• Dangerous and sad situations when playing with friends: Bullying <ul style="list-style-type: none"> <li>- Who can I talk to if I feel anxious or unhappy?</li> <li>- What are some of the bad ways people can behave towards one another? <ul style="list-style-type: none"> <li>▪ Teasing</li> <li>▪ Not playing together</li> <li>▪ Breaking toys/games</li> <li>▪ Physically hurting</li> <li>▪ Excluding others</li> <li>▪ Name calling</li> </ul> </li> </ul> </li> </ul>	
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- Online harmful behaviour
- Sexual harassment and sexual abuse

- What do I do if I am being bullied?
- What is kind and unkind behaviour, and how this can affect others about
- The importance of being kind to keep positive friendships.

- Preparing for life outside school

- To recognise a variety of routes into careers e.g. college, apprenticeship, etc.
- Work related learning: jobs I am interested in
  - Internal work experience
  - Work experience placements
  - Handling money
- Transition to College
- Making informed decisions about my life:
  - What is independent living?
  - What would I like to do next?

**Unit Title: Love, respect and gender stereotypes****Unit: Module 11**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"><li>• Identify different ways to be affectionate to others – family, friend, special friend.</li><li>• Practice ways of treating each other nicely – how can I make other people happy?</li><li>• Recognise qualities in myself.</li><li>• Identify qualities in people in my life.</li><li>• To be able to identify, practice and value qualities that makes us better people e.g. kindness, empathy, respect, honesty, affection or sense of humour.</li><li>• To be able to select a special friend from a group of peers.</li><li>• To practice sharing time and activity with only one friend.</li><li>• To understand the concept of special friend or best friend.</li><li>• To develop different treats and routines when sharing time with someone special to me.</li><li>• To practice trust and honesty when sharing time with someone special to me.</li><li>• To continue practicing the rules of consent when sharing time with someone</li></ul>	<ul style="list-style-type: none"><li>• What is love? How do we show affection/love to one another?</li><li>• What makes someone nice? What qualities people look for on ‘best friend’ or ‘someone special’?<ul style="list-style-type: none"><li>- To explore actions for a better understanding of the concepts of:<ul style="list-style-type: none"><li>▪ Kindness</li><li>▪ Having fun together</li><li>▪ Empathy</li><li>▪ Respect</li><li>▪ Honesty</li><li>▪ Affection</li><li>▪ Sense of humour</li></ul></li></ul></li><li>• Could my friendship relationships change as I have grown up? ‘Best friend’<ul style="list-style-type: none"><li>- Why is ‘someone special’ to me?</li><li>- To carry out an activity with somebody I have chosen as ‘special’ to me</li></ul></li></ul>	

<p>special.</p> <ul style="list-style-type: none"> <li>• To be able to explore safe touches and greets when sharing time with someone special to me.</li> <li>• To understand that friendly relationships could evolve and become special or stop happening.</li> <li>• To understand that feelings can also evolve or disappear.</li> <li>• To recognise and label more complex feelings such as pride, jealousy, gratitude, shame, embarrassment, guilt and love.</li> <li>• To be able to express my feelings to another person if I feel that person is special to me.</li> <li>• To understand that a special person has to be treated different than the rest.</li> <li>• To know which parts of the body are OK/not OK to touch when sharing time with someone special</li> <li>• To practice ways of saying NO/Stop to someone I consider special.</li> <li>• To understand that relationships in movies and media are not always the same for everyone.</li> </ul>	<ul style="list-style-type: none"> <li>- How to respond appropriately when meeting/greeting 'someone special'</li> <li>- What qualities I am looking on a 'best friend'?</li> <li>- To know which parts of the body are 'OK'/'NOT OK' to touch when meeting 'someone special'</li> <li>- Safe and appropriate touches: holding hands, hugs, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Could my friendship relationships change as I have grown up? Somebody that is 'special' to me.</li> <li>• How to recognise and name different feelings</li> <li>• What does 'being in love' mean? Caring, loving and nurturing <ul style="list-style-type: none"> <li>- What do I do when I meet 'someone special'?</li> <li>- To carry out an activity with somebody I have chosen as 'special' to me</li> <li>- How to respond appropriately when meeting/greeting 'someone special'</li> <li>- To know which parts of the body are 'OK'/'NOT OK' to touch when meeting 'someone special'</li> <li>- Safe and appropriate touches: holding hands, hugs, kisses, etc.</li> </ul> </li> <li>• Does everybody have to find a girlfriend/boyfriend? Misconceptions and myths. Movies</li> </ul>	
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<ul style="list-style-type: none"> <li>• To explore and value differences within our bodies.</li> <li>• To identify positive aspects in different types of bodies/people.</li> <li>• To celebrate our strengths and the strengths of others.</li> <li>• To understand that bodies in media might be confusing and not always real.</li> <li>• To be able to talk to a safe person if I am worried about any aspect of my own body.</li> <li>• To recognise and respect different types of families.</li> <li>• To understand and share the different routines related with my family.</li> <li>• To be able to choose activities I like to do without depending on my gender.</li> <li>• To understand my rights and responsibilities at home.</li> <li>• To practice routines that will help me become the most independent version of myself.</li> </ul>	<p>and media.</p> <ul style="list-style-type: none"> <li>• Positive values in friendly and romantic relationships: <ul style="list-style-type: none"> <li>- Respect and positive attitude to celebrate differences</li> <li>- Honesty and saying the truth to keep friends.</li> <li>- The importance of trust in relationships and the behaviours that can undermine or build trust</li> </ul> </li> <li>• Stereotypes and confusion: <ul style="list-style-type: none"> <li>- Body image and growing: <ul style="list-style-type: none"> <li>▪ Why are we all different? Is it ok to be different?</li> <li>▪ Stereotyped ideal image of men and women – magazines, TV, movies, advertising</li> <li>▪ Perfect bodies – pictures of thin/tall/happy/muscly/perfect celebrities</li> </ul> </li> <li>- Families: <ul style="list-style-type: none"> <li>▪ Recognise and respect different types of family structure (single parents, same sex-parents, step-parents, blended families, foster parents, living with grandparents, etc.)</li> </ul> </li> </ul> </li> </ul>	
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- Why are some parents married and some not?

- Why are some parents living together and some living apart?

- Gender roles in relationships:

- Are boys and girls expected to behave differently in relationships?

- Should boys and girls behave differently?

- Chores are gender free. Everybody enjoys and is expected to actively participate in household's responsibilities.

- How can I help at home now that I am growing? Being more independent

- Cleaning: Sweeping, moping, windows, dusting, Hoovering, etc.

- Washing up and laundry

- Helping in the kitchen and Cooking

- shopping

- Pet care

- Recycling

- Gardening

**Unit Title: Celebrating our differences****Unit: Module 12**

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	POINTS TO NOTE
<ul style="list-style-type: none"><li>• To identify different community groups I belong to e.g. my family, my school, my class, my city, my church, my after school clubs, etc.</li><li>• To identify key people in each community group.</li><li>• To explore characteristic aspects of your community.2</li><li>• To be able to recognise the ways we are the same and different to other people in our community.</li><li>• To be able to label the roles of key people in my community.</li><li>• To be able to identify my responsibilities within my community.</li><li>• To explore different people that live in my community e.g. race, culture, ability, sex, gender, age, sexual orientation.</li><li>• To experience a variety of benefits of living in a diverse society.</li><li>• To be aware of the values of sharing time with people of different communities.</li><li>• To name behaviours that hurt others.</li><li>• To be aware of how others</li></ul>	<ul style="list-style-type: none"><li>• What are the different groups I belong to? What is community?<ul style="list-style-type: none"><li>- Personal identity: what contributes to who we are e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes, etc.</li></ul></li><li>• Are we all the same in our community? Recognise the ways we are the same as, and different to, other people in our community</li><li>• A diverse community:<ul style="list-style-type: none"><li>- What is diversity? Different roles and responsibilities of people living in our community</li><li>- What does it mean to live in a 'diverse community'?<ul style="list-style-type: none"><li>▪ Similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li><li>▪ Benefits of living in diversity</li><li>▪ Positive things in every community: sharing same values</li><li>▪ Valuing diversity within communities</li></ul></li></ul></li></ul>	

<p>might feel if you hurt them.</p> <ul style="list-style-type: none"> <li>• To practice ways of responding to discrimination.</li> <li>• To experience ways of including others in activities that I like.</li> <li>• To practice debating topics and finding ways to respect others opinions and beliefs.</li> <li>• To be aware that are hurtful behaviours that are not acceptable in our society e.g. racism, xenophobia, homophobia.</li> <li>• To know that body image it is personal and must be accepted.</li> <li>• To explore other body image options e.g. tattoos, piercings, make-up.</li> <li>• To be aware of what the words 'lesbian' and 'gay' mean.</li> <li>• To recognise if someone pressures you and how to report it.</li> </ul>	<ul style="list-style-type: none"> <li>• What is discrimination? What does it mean to discriminate somebody? <ul style="list-style-type: none"> <li>- To explore behaviours that hurt</li> <li>- To explore ways of respecting and value everybody</li> <li>- To identify and talk about behaviours which discriminate against others</li> <li>- To explore ways of responding to discrimination</li> <li>- How people feel when they are discriminated? How will it make you feel?</li> </ul> </li> <li>• What is prejudice? How can we stand against prejudice? <ul style="list-style-type: none"> <li>- To explore the benefits of a variety of faith and cultural practices and beliefs</li> <li>- To promote inclusion and challenge discrimination, including online</li> <li>- To respect the differences and similarities between people and recognise what we have in common with others</li> <li>- To respect a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own</li> <li>- To discuss topical issues and respect other people's point of view</li> </ul> </li> <li>• Types of prejudice, including stereotypes:</li> </ul>	
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- Racism
  
- Religious faith
  
- Sexism
  
- Homophobia
  
- Xenophobia
  
- Body image and how build resilience to negative opinions, judgements and comments
  - Body shapes
  
  - Make up
  
  - Tattoos
  
  - Piercings
  
- Different relationships: LGTB+
  - How are other families similar or different to mine?
  
  - What do the words 'lesbian' and 'gay' mean?
  
  - What does it mean to be gay, lesbian, bisexual or transgender?

- Is it normal to have affection to someone of the same gender? Does this mean I am gay or lesbian?

- What is homophobia? Who can I go to if I am worried about something?

• Different family/friends' views:

- What do families from other cultures and religions think about growing up?

- What should I do if my family or friends don't see things the way I do?

• Is it ok to receive pressure from friends or family to do things I don't want to do?

CONSENT