Order of Delivery	Essential skills and attributes	Objectives	Content
1	Self-organisation Team working Empathy and compassion Values and beliefs Identify risk	For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).	**How do rules, laws and rights affect us?** How and why laws are in place. Take part in making and changing class rules. How are laws/rules enforced. Living in a democracy. Importan ce of human rights. Human rights law takes precedence over any other laws/behaviours. Individual responsibilities and corporate responsibilities to protect human rights and abide by laws/rules. Class charters.
2	Respect for others Making decisions	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10). Education for a Connected World: Online relationships: I can give examples where positive contributions have effected change in an online community. I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	**How can I be a positive influence in my community?** What it means to be part of a range of communities. Different communities/local groups we are a part of. Those who make up the wider school community. Volunteers and the kinds of work they do. How pressure groups leading to social change. How can we make positive contributions? Explore responsible involvement in online communities too. *Visitors from wider school community? Pressure groups? MP?* Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/

3	Resilience Self-regulation Respect for others Empathy and compassion	To work collaboratively towards shared goals (R11). To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8). Education for a Connected World: Online Relationships: I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support. I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).	**Why do we experience conflict and how can we resolve it?** About resolving differences, respecting different points of view and making their own decisions. Give reasons for differences / conflict / falling out between friends and peers. Describe feelings someone can experience when they have differences / conflict with others Explain how these feelings might encourage them to behave. Strategies. Seeing the point of view of others. Explore what this might look like online and how to get help. Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/
4	Healthy self-image Risk management Making decisions	To understand what positively and negatively affects their physical, mental and emotional health (H1). For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).	**How can I take care of my mental health?** What positively and negatively affects our mental health and wellbeing? Identify positive influences and negative influences. Identify signs of poor mental health and wellbeing e.g. self-criticism, negative thinking, feeling down. How can we take care of ourselves? Making good choices. Mindfulness strategies. How can resources on the internet help with our wellbeing? *Recommended Resources* *PSHE Mental Health and Wellbeing Y5/6 Lesson 1* *Project Evolve: Health, wellbeing and lifestyle.*
5	Self-improvement	To recognise opportunities and develop the skills to make their own choices about food, understanding what might	**What can influence my diet choices?** The benefits of balanced diet as part of healthy lifestyle. How does good diet impact upon our wellbeing?

	Self-regulation Resilience Healthy self-image Making decisions	influence their choices and the benefits of eating a balanced diet (H3). To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23)	When might making good food decisions become more challenging? How might our family habits influence us? How can we change habits? Who can help us keep healthy? School/community/wider? Where can they get help/advice from?	
6	Self-organisation Management of risk	To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread(H12).	**How can we manage the spread of infection?** How the spread of infection can be prevented. Personal hygiene that keep good health and wellbeing. Range of household (or school) routines that keep good hygiene. How can they take responsibility for their own hygiene routines? Make links to puberty and changes in their bodies needing more rigorous hygiene routines. Also could include food hygiene.	
7	Resilience Self-regulation Empathy and Compassion.	To recognise and respond appropriately to a wider range of feelings in others (R1). To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10). To work collaboratively towards shared goals (R11). To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8) Education for a Connected World: Online Relationships I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	**How can we be sensitive to the feelings of others?** Responding appropriately to a wide range of feelings of feelings in others. Language and strategies we can use if we are not sure of feelings of others. Listening and considering people's feelings before responding. How can we constructively challenge without upsetting/offending others? Seeing thing from someone else's point of view can be valuable. Importance of valuing others' opinions even when we don't agree/like them. Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/	

		I can give examples of how anyone can adapt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political and religious beliefs etc.		
8	Self organisation Risk management	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7). To be able to recognise and respond appropriately to a wider range of feelings in others (R1).	**How can we manage our own emotions and feelings?** How to manage their own intense feelings towards others; negative and positive. How to manage conflicting emotions – give scenarios. When might we feel 'torn' in our emotions? Explore rich vocabulary for emotions. Explore appropriate ways that we can express intense feelings. Who might be able to offer us support when we are experiencing these? Explore feelings 'in the moment' or 'after the event'.	
9	Self-regulation Empathy and compassion	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4) To recognise that their actions affect themselves and others (R7). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). Education for a Connected World: Online Bullying: I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	LINK TO ANTI-BULLYING WEEK (switch weeks as needed) **Can I understand how bullies target others?** Positive relationships, friendships and how to maintain these. What are the qualities of good friendships? How can we solve problems in our relationships in a healthy manner? What is bullying? What are our responsibilities if we see someone being teased/hurt/bullied? What sorts of things constitute unhealthy relationships and bullying? Cyber-bullying. *Suggested resource:* *The Boy in the Dress, David Walliams* *Buried Alive, Jacqueline Wilson* *A Monster Calls, Patrick Ness* Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-bullying/	

10	Self-regulation Empathy and compassion	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7). To understand that their actions affect themselves and others (R7). Education for a Connected World: Online Relationships: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).	**Do my behaviour choices have consequences?** Consequence of their own negative and positive behaviour on others; home, family, friends, school, community. Consequences of their decisions e.g. to drop litter, to behave anti-socially; teasing, name calling, being spiteful unkind, 'leaving people out'; aggressive behaviour, intimidating people or causing personal or environmental damage. That anti-social behaviours can affect people's wellbeing. Consequences for everyone involved. What can someone do if they are at risk of getting involved in anti-social behaviours? What is legal and illegal? *Could refer to; trolling/prejudice/cyber-bullying/stalking.* *Sensitivity to pupils who may have experienced domestic violence, bullying, gang-related behaviour or other forms of anti-social behaviour will be required.* Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/
11	Resilience Self-regulation Empathy and Compassion.	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).	**How can I cope with unexpected changes?** Coping with change and transition – context of bereavement and coping with it. Describe times that might involve change/transition. What changes can happen quickly/over time? What is grief and how can it feel for different people? Importance of shared and treasured memories. Who can help us at these times? *Suggested text:* *The Heart and the Bottle, Oliver Jeffers.* *CT will need to carefully choose content for this lesson dependent on pupil circumstances e.g. losing a et, moving house, loss of family member.*
12	Self-regulation Empathy Compassion	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves(H4). To explore and critique how the media present information (L17) To critically examine what is presented to them in social media and why it is important to do so; understand how	**How can the media distorted reality?** How can we tell when an image is distorted? Can we tell? Identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point or to sell something, including an idea to others Why do people like to change images before presenting them in the media/social media? What are the underlying messages we receive from these distorted images?

			information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18). Education for a Connected World: I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects. I can explain how online content can be shaped and targeted to influence body image, purchasing choices and behaviour (e.g. fashion, pornography, lifestyle sites and social media influencers). I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).	How can distorted images and modified pictures affect how we see ourselves? Explore photo filters and how these affect simple images. Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/self-image-and-identity/
13	Resilience Self-regulation Empathy and compassion		For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).	**How can I develop aspirations for my future?** Different goals, ways of achieving and celebrating them. How having high aspirations can support personal achievements. Give examples of when they have had high aspirations. Describe their ow strengths and achievements in/out of school. How were they celebrated? What feelings do we associate with achievements? What do we want to achieve by the end of Year 5? *Set aside regular time for self-reflection throughout the year.*
14	Self-regulation Resilience Peer influence Getting help		To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17). To appreciate the range of national, regional, religious and ethnic identities in the UK (L11). Education for a Connected World: Self-image and identity:	**How do people define their own identity?** Similarities and differences between people. These make us special. Being friends with those who are different from us. Recognise where we may have some prejudices and stereotypes e.g. girls can't play football, mums do the ironing, boys can't like pink. Valuing all differences including race, religion, gender, regions, sexuality and nationalities. How do different people categorise their identity? Benefits of a diverse society. Protected characteristics – equality act. How can people represent themselves differently online? Recommended Text: *The Boy in the Dress, David Walliams* Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/self-image-and-identity/

			I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this (e.g. anonymity, 'brand you'). I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).	
15	Empathy and compassion Valuing and respecting diversity Unhelpful thinking 'traps'	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11). To think about the lives of people living in other places, and people with different values and customs (L12). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18)	**How can we celebrate cultural diversity?** What different cultures, customs and values do people have? Traditions within cultures that may be different from our own (none of these should cause hurt or upset). Respecting and appreciating the customs and traditions of others. Special times and celebrations. What do we like about different traditions? Understand discrimination and prejudice in the context of race/religion/customs. Describe some of the values/customs/beliefs of people living elsewhere in the UK/world. *Suggested resource:* *Throw Your Tooth on the Roof: Tooth Traditions From Around the World by Selby Beeler*
16	Resilience Peer influence Self-regulation Getting help	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14). To recognise and manage 'dares' (R15). To learn what is meant by the term 'habit' and why habits can be hard to change (H16)	**How might other people try to influence me?** Understand different influences on our behaviours. Including media and peer influences. How can their peers' behaviours influence their own. That peer pressure is felt 'inside' to copy their peers in order to be 'accepted'. Examples/scenarios shared. How 'dares' can be used by our peers to apply pressure. When have they felt peer pressure? When can peer pressure be bad e.g. to do something dangerous, unhealthy, wrong? Also consider how we can be influenced through social media, news, fake news, messages. *Resources:* *Y5 Drugs, Alcohol and Tobacco Resources, Swindon Health*

			Education for a Connected World: Self-image and identity: I can recognise, assess and if necessary challenge the social norms and expectations that influence how we identify ourselves online (e.g. profile pictures, shared content) and how it might differ according to gender, culture or social group. I can explain why some social media influencers promoting products and lifestyle can be 'virtual' (computer generated personalities) and not real people. Online relationships: I can describe actions someone could take if they experience or are targeted by illegal online behaviour.	*Lesson 1.* *Project Evolve Resources:* *https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/*
17	Resilience Self-regulation Self-organisation	The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24). To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21)	**How can I use my mobile phone safely?** Explore how they keep the privacy settings 'safe' and ensuring their phone is secure through sue of passwords. Recognise when the safety of their mobile phone might be compromised. Keeping their phone safe and avoiding it being stolen. Appreciating value of mobile phones. Positive and negative impact of mobile phones of their lives e.g. lifestyle, relationships, getting enough sleep, personal safety. What is safe and okay to share vs what is not. Personal boundaries when using a mobile phone. Managing own use of mobile phones. Safe charging and turning them off at night. *Project Evolve: Privacy and Security.*
18	Making decisions Identifying risks Formulating questions Getting help	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To learn what is meant by the term 'habit' and why habits can be hard to change (H16) To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that	**Can I identify different the dangers of certain bad habits?** What constitute bad habits? Recap drugs, alcohol and tobacco as covered in previous years. Specifically focus on solvents, what are they, how are they used, what are the dangers?. Resisting peer pressure. Where to seek help for themselves or someone else. *Resources:* *Y5 Drugs, Alcohol and Tobacco Resources, Swindon Health*

		some are restricted and some are illegal to own, use and give to others (H17)	*Lesson 2.*
19	Resilience Healthy self-image Building healthy relationships Empathy and compassion	For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4). To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). Education for a Connected World: Online relationships: I can explain strategies for assessing the degree of trust I place in people or organisations online. I can describe the benefits of communicating with a partner online. I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.	**How will my relationships change as I grow older?** Consider how children feel and think about each other and opposite genders currently. New feelings we may begin to have towards others. Healthy ways to express our feelings to others. How do people in a healthy and positive relationship behave towards one another? What is a healthy relationship and how do we take responsibility for developing these? Relationships may change over time or come to an end. ***CT cultural/religious sensitivity to be applied in this lesson.***
20	Values, beliefs, decisions, actions. Accessing appropriate help. Healthy self-concept.	To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19).	**What does it mean to have a committed relationship?** There are different types of committed loving relationships including marriage and civil partnership, etc. Recognise that two adults may choose to be part of a committed relationship together – a 'couple'. Some couples may/be officially partnered. choose not to marry. That adult couples may choose to live with each other, to marry or commit through civil partnership. Understand arranged marriages. This might be based on the individual's values including cultural, religious, financial. Who do we know who are in committed relationships? What do these look like? How is affection/love shown between the couple? ***CT cultural/religious sensitivity to be applied in this lesson.***

21	Values, beliefs, decisions, actions. Accessing appropriate help. Healthy self-concept.	To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6.) To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).	**What does it mean to get married?** That marriage must be agreed to by both parties. Marriage is an expression of love and long-term commitment entered into willingly. Forcing anyone to marry is 'illegal'. Explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.
22	Resilience Healthy self-image Building healthy relationships Getting help	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3) Education for a Connected World: Online relationships: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	**What does an unhealthy relationship look like?** Recap what makes a healthy relationship. Recognise ways in which a relationship can be unhealthy. Everyone's right to feel safe and happy within a relationship. Signs of unhealthy relationships anywhere: school, home, work, friends, family members. Unhealthy to have pressure put on you to do something that you don't want to. Healthy relationships should not make you feel unsafe or unhappy. Where can we go if we aren't sure or are worried about a relationship? What about special relationships? What might unhealthy online relationships be like? Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/
23	Resilience Healthy self-image Building healthy relationships Getting help	For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).	**How is my body starting to change now?** Changes that happen in puberty. Growth and change in the human life cycle. That changes happen at different rates on boys/girls. Sexual and reproductive organs of both male and female bodies. Correct names of female and male reproductive organs, internal and external: Female: vagina, cervix, uterus, fallopian tube, ovaries, vulva, labia, clitoris, egg Male: testicles, penis, scrotum, foreskin, frenulum, shaft, glans, semen Both: pubic hair, urethra, anus Difference in male anatomy due to circumcision. Menstruation and ejaculation (wet dreams) and how to manage both. *Recommended resource:* *PSHE Association: Changing and Growing Lesson 2*

24	Resilience Healthy self-image Building healthy Relationships Getting help	For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To learn about human reproduction (H19) To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).	**What is the place of sexual intercourse in a relationship?** **This lesson is the only one which a child can be withdrawn from (See RSE Policy for further details)** About the place of human reproduction in the human lifecycle. How a baby is made and how it grows. (should be covered in Science this year anyway so just a light touch) Responsibility of parents/career to meet the needs of a baby. Identify the links between love/relationship/commitment and intercourse. Consent for intimacy between two adults. Unsafe touch - when there is not consent by one or both. *Be sensitive to different faiths/cultural views. Factual delivery only.*
25	Discerning and evaluating. Managing influence. Getting help and support	To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (R9) Education for a Connected World: Online reputation: I can describe what information I should not put online without asking a trusted adult first. Privacy and Security: I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	**What does it mean to 'keep a confidence'?** About confidentiality. When is it appropriate and necessary to break a confidence. Do not keep things to yourself if they makes them feel uncomfortable, worried, anxious or afraid for themselves or someone else. Warning signs: someone begs them to keep a secret, threatens them or tries to scare them. TELL! When should we not keep secrets regarding things we see/messages online. Where do we go for help? Project Evolve: Online Relationships. https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/
26	Resilience Risk assessment Making decisions	To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) (H21).	**How can I keep safe when on my bike?** Bikeability Year 5 should be scheduled to coincide with this. Understand and explain safety rules. How can people be prepared for danger – wearing suitable clothing and keeping bike in good condition. **Move to relevant point in the year.**
27	Making decisions Self-organisation Decisions and Actions	For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13). To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).	**What happens when we don't have enough money?** Role of money and management of money. That some jobs pay more than others. How money impacts on people's lives e.g. where they live, how they live, choices. Borrowing money, debt and loans. Interest payments. Credit rating. Taxes and making a contribution to society.

		To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).	Savings. Prioritising use of money. *Suggested resources:* *Natwest Moneysense* *Lloyds Bank – Moneysmart Kids*
28	Resilience Making decisions Getting help Risk assessment	To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15). To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21).	**How can I help someone who is having an asthma attack?** St John's Ambulance First Aid Lesson 1 – Asthma https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/
29	Resilience Making decisions Getting help Risk assessment	To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9).To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I give basic life support?** St John's Ambulance First Aid Lesson 2 – Basic Life Support https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/
30	Making decisions Getting help and support Assessing risk.	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone who has been bitten or stung?** St John's Ambulance Lesson 3 – Bites and Stings https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/

31	Making decisions Getting help and support Assessing risk	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone who is bleeding?** St John's Ambulance Lesson 4 – Bleeding https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/
32	Making decisions Getting help and support Assessing risk	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone who may be choking?** St John's Ambulance Lesson 5 – Choking https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/
33	Making decisions Getting help and support Assessing risk	To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15). To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21).	**How do I seek help in a health emergency?** St John's Ambulance Lesson 6 – Emergencies and calling for help https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/

Where there is space for additional lessons in the annual timetable, teachers may use their professional judgement to do further lessons on content which they feel is necessary for their unique cohort.