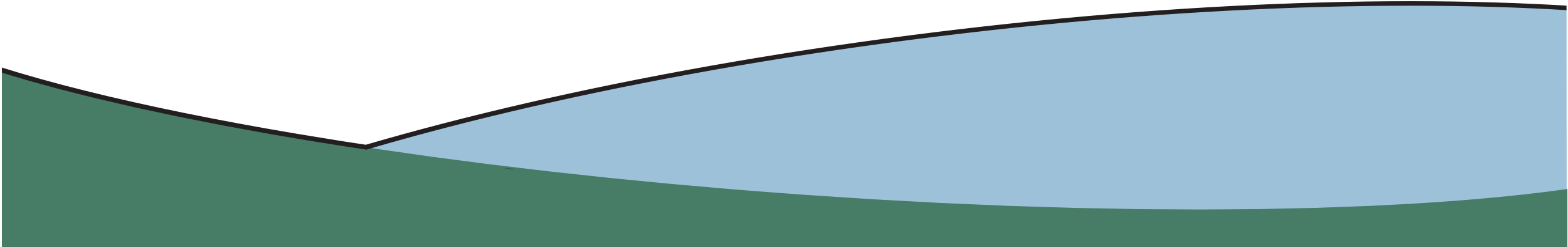




# Compass Eko Trust

PSHE Parent Consultation October 2026



# New Rationale: The Statutory and Regulatory Context

From September 2026, the DfE's updated Relationships, Sex and Health Education (RSHE) statutory guidance takes effect. Schools are required to teach statutory RSHE content and are expected to embed it within a broader PSHE curriculum. The DfE has approved the PSHE Association as the authoritative body for PSHE education in England, and its Programme of Study is the recognised national framework for schools to use.

# New Rationale: The Statutory and Regulatory Context

In addition to RSHE, primary schools are expected to address:

- Personal, Social and Emotional Development (PSED) as a Prime Area of Learning in EYFS
- Health education (statutory from Year 1)
- Relationships education (statutory from Year 1)
- Fundamental British values and the Prevent duty (all year groups)
- The Equality Act 2010 — protected characteristics embedded across the curriculum
- Economic wellbeing and careers education (KS1–KS2)

# PSHE Association Programme of Study

The PSHE Association has been the official body for PSHE education since 2014 and publishes the national Programme of Study (KS1–KS5). The 2026 edition integrates the updated statutory RSHE guidance and Essential PSHE content on economic wellbeing and careers education into a coherent, progressive framework.

The PSHE Association's Programme of Study provides Compass Eko Trust with the structural backbone of its PSHE curriculum: a clear, progressive, statutory-compliant framework from which teachers can plan with confidence.

- **DfE recognition:** The PSHE Association is the DfE's recognised authority for PSHE education. Its Programme of Study is the framework most widely used by schools in England to structure their PSHE curriculum.
- **Comprehensive scope:** Covers all three strands of PSHE — Health and Wellbeing, Relationships, and Living in the Wider World — across every key stage, with suggested learning outcomes for each year group.
- **Statutory compliance:** Integrates all statutory RSHE requirements alongside non-statutory but expected content, removing the need for schools to cross-reference multiple documents.
- **Quality-assured resources:** Members have access to 500+ quality-assured lesson plans, curriculum models, and medium and long-term planning tools across all year groups from KS1 to KS5.
- **Foundations for Wellbeing:** The PSHE Association's Foundations for Wellbeing series provides 15 lesson and activity plans for EYFS, Year 1 and Year 2, covering emotional awareness, attention, positive thinking, worry and self-regulation — all quality assured and aligned to the Programme of Study.

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*Embers provides the emotional literacy core of the Trust's PSHE curriculum for EYFS and KS1: clinically proven, inclusive, and uniquely able to reach children, staff and families simultaneously.*

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# Embers the Dragon

- **SEND and early neurodevelopmental support:** The NIHR trial showed Embers to be effective for children showing early signs of neurodevelopmental concerns — a critical gap in most universal PSHE provision.
- **Scientific foundations:** Grounded in Social Learning Theory (Bandura, 1977) — the NICE front-line recommendation for early emotional development — and Self Determination Theory (Deci and Ryan, 1985), which maps to the three core capacities children need: autonomy, competence and relatedness.
- **Home–school bridge:** The NICE-aligned parenting programme ensures that emotional literacy learning is reinforced at home. The 2024 Embers Insights Report (n=1,000) found that 67%+ of parents feel unable to support their child's emotional regulation — a gap Embers fills directly.

*No Outsiders provides the diversity, equality and British values strand of the Trust's PSHE curriculum — the dimension that prepares children to live and thrive as citizens in a diverse, democratic society.*

# No Outsiders

- **Whole-school ethos:** No Outsiders is not a standalone lesson series — it is a whole-school ethos supported by assemblies (KS1 and KS2), displays, parent engagement materials, and the option to register as a No Outsiders school with Andrew Moffat's ongoing support.
- **Statutory RSE and Equality Act compliance:** No Outsiders directly addresses the statutory requirements to teach about different families, relationships, protected characteristics and community diversity — content that the PSHE Association Programme of Study and Embers do not cover in this depth.
- **Parental engagement:** Andrew Moffat's model is built on transparency from the outset: governors are briefed, books are shared with parents, and the No Outsiders parent/carer booklet clearly explains the programme's purpose and legal basis. This makes it one of the most robustly parent-facing PSHE approaches in England.

| PSHE Association Programme of Study                                                              | Embers the Dragon                                                                        | No Outsiders                                                                   |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Structural framework and statutory compliance (Health, Relationships, Living in the Wider World) | Emotional literacy, self-regulation and mental health (EYFS and KS1; KS2 in development) | Equality, diversity and community cohesion (EYFS, KS1 and KS2)                 |
| Curriculum planning, sequencing and coverage across all year groups                              | Clinically proven early intervention; SEND inclusion; parenting programme                | British values; Equality Act; RSE relationships content; picture-book approach |
| Quality-assured lessons for all year groups from Y1                                              | NIHR-funded RCT evidence; NHS-registered; £6+ ROI                                        | Whole-school ethos; assembly plans; staff training; parent engagement          |

## Why all three?

No single programme can address all aspects of PSHE education with equal depth. The three programmes are complementary by design:

# New Rationale: Why?

Each programme reinforces the others:

- **Shared pedagogy:** All three programmes use story-based, character-driven learning — the approach most strongly supported by Social Learning Theory (Bandura). Children observe characters navigating real-life challenges and internalise the values and strategies they see modelled.
- **Progressive and spiral:** The PSHE Association framework sequences learning across year groups; Embers builds emotional vocabulary from EYFS through KS2; No Outsiders uses books at increasing complexity from Reception to Year 6. Together they create a genuinely developmental curriculum that grows with the child.
- **Whole-child focus:** Embers addresses inner emotional life; No Outsiders addresses how children understand and relate to others; the PSHE Association framework connects both to health, safety, citizenship and economic wellbeing. Together they address every dimension of personal development.
- **Consistent language:** The emotional vocabulary built through Embers (naming feelings, managing reactions, recognising body signals) creates the foundation children need to engage meaningfully with No Outsiders discussions about empathy, fairness, respect and difference.
- **Home–school coherence:** Embers' parenting programme and No Outsiders' parent engagement materials mean that PSHE learning is reinforced at home — not contained within school. This is essential for children in diverse communities where home values and school values must be in active dialogue.

# New Rationale: Why?

Compass Eko Trust's commitment — all achieving, without exception — is not only an academic aspiration. It requires every child to feel emotionally safe, to belong, to understand themselves and to be understood by others. The three-programme approach achieves this:

- **Embers:** ensures every child has the emotional literacy to recognise and manage their own feelings and the resilience to engage fully with learning.
- **No Outsiders:** ensures every child feels they belong — regardless of their background, family structure, faith, disability or identity — and has the language and values to include others.
- **PSHE Association:** ensures every child receives the structured, high-quality, statutory-compliant PSHE education they are entitled to, taught by confident, well-supported teachers.



Membership

Lesson plans

Training

Guidance

Statutory RSHE

About



# PSHE Association

We are the official body for  
PSHE education

We are a membership association and charity supporting over 50,000 teachers and schools with lesson plans, training, guidance and advice covering statutory RSHE and more.

Find a lesson plan

Find CPD training

- DfE recommended
- Regularly updated e.g. annual KCSiE changes, etc.

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)



## Long-term overview

# PSHE Association

### Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

 School Plus course available - see [Appendix 2](#)

|        | Autumn 1                                                                                                          | Autumn 2                                                                                                                 | Spring 1                                                                                                                     | Spring 2                                                                                                            | Summer 1                           | Summer 2                                        |
|--------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|
| Year 1 | Making friends: playing and learning together                                                                     | Mental health and wellbeing           | Celebrating me, you and our families                                                                                         | Safety at home                                                                                                      | Being healthy                      | Showing kindness to ourselves and others        |
| Year 2 | Mental health and wellbeing    | Keeping safe online                                                                                                      | Me, my body and staying safe                                                                                                 | Money and work                   | Safety outside the home            | Looking back and moving on                      |
| Year 3 | Me, my friends and belonging                                                                                      | Mental health and wellbeing           | Building healthy habits                                                                                                      | Making choices online                                                                                               | Keeping safe out and about         | Looking out for each other                      |
| Year 4 | Mental health and wellbeing    | Exploring ways to manage risk                                                                                            | Forming respectful relationships                                                                                             | Money matters and news literacy  | Me, my body and growing up         | Families and growing together                   |
| Year 5 | Friendships, stereotypes and bullying                                                                             | Mental health and wellbeing          | Positively engaging with our world                                                                                           | Respecting boundaries           | Safe connections online            | Embedding healthy habits and learning first aid |
| Year 6 | Mental health and wellbeing  | Managing money and online spending  | Changes in puberty (and sex education)  | Drug education: assessing risk and managing influences                                                              | Developing our understanding of AI | Looking to the future                           |

## Year 1

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                    | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Making friends: playing and learning together</b></p> <p>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.</p> <p><b>Suggested lessons:</b></p> <p><u>Ground rules, rule!</u> – KS1</p> <p><b>L1:</b> Ground rules, rule!</p> <p><u>Learning and playing together</u> – KS1</p> <p><b>L1:</b> Learning and playing together</p> <p><u>Friendship and bullying</u> – KS1</p> <p><b>L1:</b> Let's be friends</p> <p><b>L2:</b> Let's make up</p> <p><b>L3:</b> Let's be kind</p> <p><u>Consent</u> – KS1</p> <p><b>L1:</b> Asking for permission</p> | <p><b>Embers Year 1</b></p> | <p><b>Mental health and wellbeing</b></p> <p>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing</u> – Y1</p> <p><b>L1:</b> Noticing feelings</p> <p><b>L2:</b> Distraction</p> <p><b>L3:</b> Paying attention to pleasant feelings</p> <p><b>L4:</b> Helpful and unhelpful thoughts</p> <p><b>L5:</b> Reacting</p> <p><b>**Moved from Aut 2</b></p> <p><b>Alternative / additional lessons:</b></p> <p>Curiosity Library (£): Fender finds his bark 🐶</p> | <p><b>Safety at home</b></p> <p>This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.</p> <p><b>Suggested lessons:</b></p> <p><u>Keeping safe at home</u> – KS1</p> <p><b>L1:</b> Keeping safe at home</p> <p><u>Drug education</u> – KS1</p> <p><b>L1:</b> Keeping safe</p> <p><b>L2:</b> Keeping healthy</p> <p><b>L3:</b> Medicines and household products</p> | <p><b>Being healthy</b></p> <p>This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.</p> <p><b>Suggested lessons:</b></p> <p><u>Keeping safe: Sun safety</u> – KS1</p> <p><b>L1:</b> Keeping safe in the sun</p> <p><u>The sleep factor</u> – KS1</p> <p><b>L1:</b> Ready for sleep</p> <p><u>Food for thought</u> – KS1</p> <p><b>L1:</b> Keeping healthy with food and drink</p> <p><u>Dental health</u> – KS1</p> <p><b>L1:</b> Looking after our teeth</p> <p><u>The importance of handwashing</u> – KS1</p> <p><b>L1:</b> The importance of handwashing</p> <p><u>Physical activity</u> – KS1</p> <p><b>L1:</b> Moving our bodies</p> <p><b>Alternative / additional lessons:</b></p> <p>Curiosity Library (£): I really hate spaghetti; There's no need to worry about dentists at all 🍝</p> | <p><b>Showing kindness to ourselves and others</b></p> <p>This unit revisits learning about feelings, and explores the importance of kindness.</p> <p><b>Suggested lessons:</b></p> <p><u>OHID: Every mind matters</u> – KS1</p> <p><b>L1:</b> Emotions</p> <p><b>L2:</b> Kindness</p> <p><b>L3:</b> Self-care</p> <p><u>Croydon Council: Wellbeing way</u> – KS1</p> <p><b>L1:</b> 5 a day</p> <p><b>Alternative / additional lessons:</b></p> <p>Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons. 📖</p> |

## Year 2

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                    | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Keeping safe online</b></p> <p>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).</p> <p><b>Suggested lessons:</b></p> <p><u>CEOP: Jessie and Friends</u> – KS1</p> <p>L1: Watching videos</p> <p>L2: Sharing pictures</p> <p>L3: Playing games</p> <p><u>BBFC: Watch out!</u> – KS1</p> <p>L1: Helping to make good viewing choices</p> <p>L2: Keeping viewing choices safe</p> <p><b>**Moved from Aut 2</b></p> | <p><b>Embers Year 2</b></p> | <p><b>Me, my body and staying safe</b></p> <p>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.</p> <p><b>Suggested lessons:</b></p> <p><b>UPDATE COMING SOON</b></p> <p><u>Changing and growing up</u> – KS1</p> <p>L1: My special people</p> <p>L2: Growing up – the human life cycle</p> <p>L3: Everybody's body</p> <p><u>NSPCC: Talk PANTS</u> – ages 5-7</p> <p>L1: PANTS power</p> <p>L2: More PANTS power</p> | <p><b>Money and work</b></p> <p>This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.</p> <p><b>Suggested lessons:</b></p> <p><u>The Careers and Enterprise Company: Careers explorers</u> – KS1</p> <p>L1: Strengths and interests</p> <p>L2: Different jobs</p> <p><u>Money and wellbeing</u> – KS1</p> <p>L1: What is money?</p> <p>L2: Money choices</p> | <p><b>Keeping safe outside the home</b></p> <p>This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.</p> <p><b>Suggested lessons:</b></p> <p><u>Road and rail safety</u> – KS1</p> <p>L1: Crossing the road</p> <p>L2: Keeping safe around railways</p> <p><u>Getting help in an emergency</u> – KS1</p> <p>L1: Getting help in an emergency</p> <p><b>COMING SOON</b></p> <p><u>Water safety</u> – KS1</p> <p><u>Environment agency: Caring for the environment</u></p> <p>L1: Everyone is responsible</p> | <p><b>Looking back and moving on</b></p> <p>Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons.</u></p> <p><u>Embracing change and new challenges</u> – KS1</p> <p>L1: Moving to a new class</p> <p><b>Change, loss and grief</b> – KS1</p> <p>L1: What happens when things change?</p> <p><b>**Moved from Aut 1 (if needed)</b></p> <p><b>Alternative / additional lessons:</b></p> <p>Curiosity Library (£): Fang and the changing seasons 📺</p> |

## Year 3

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Me, my friends and belonging</b></p> <p>This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.</p> <p><b>Suggested lessons:</b></p> <p><u>University of Greenwich: Our Class</u> – KS2</p> <p><b>L1:</b> Ground rules and meeting 'Our Class'</p> <p><b>L2:</b> Friendships change</p> <p><b>L3:</b> When should you keep a secret and what makes a good friendship</p> <p><b>L4:</b> Making new friendships</p> <p><b>L5:</b> Recognising healthy and unhealthy friendships</p> <p><b>Alternative / additional lessons:</b></p> <p>Ground rules, rule! 📄</p> <p>OHID: Every Mind Matters - Kindness 📄</p> | <p><b>Mental health and wellbeing</b></p> <p>Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing</u> – Y3</p> <p><b>L1:</b> Exploring emotions</p> <p><b>L2:</b> Understanding distraction</p> <p><b>L3:</b> Managing thoughts and emotions</p> <p><b>L4:</b> Managing worries</p> <p><b>L5:</b> Managing responses</p> <p><b>Alternative / additional lessons:</b></p> <p>Curiosity Library (£): Squashing the worry monster 📄</p> | <p><b>Building healthy habits</b></p> <p>This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.</p> <p><b>Suggested lessons:</b></p> <p><u>Food for thought</u> – KS2</p> <p><b>L1:</b> Healthier eating and drinking habits</p> <p><b>L2:</b> Healthier eating – choices and influences</p> <p><b>L3:</b> Ready, set, cook!</p> <p><u>Dental health</u> – KS2</p> <p><b>L1:</b> Exploring dental health</p> <p><u>Physical activity</u> – KS2</p> <p><b>L1:</b> Active every day</p> | <p><b>Making choices online</b></p> <p>This unit explores how to protect information online and make choices about online content, including understanding age ratings.</p> <p><b>Suggested lessons:</b></p> <p><u>NSCS: CyberSprinters</u> – KS2</p> <p><b>L1:</b> Creating and managing passwords</p> <p><b>L2:</b> Protecting your devices</p> <p><u>BBFC: Let's watch a film</u> – KS2</p> <p><b>L1:</b> What can we watch?</p> <p><b>L2:</b> Can we choose what to watch?</p> <p><b>COMING SOON</b></p> <p><b>Paying to play</b></p> | <p><b>Keeping safe out and about</b></p> <p>This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.</p> <p><b>Suggested lessons:</b></p> <p><u>Keeping safe: Sun safety</u> – KS2</p> <p><b>L1:</b> Managing risk in the sun</p> <p><u>Road and rail safety</u> – KS2</p> <p><b>L4:</b> Risks and keeping safe</p> <p><u>Environment agency: Water safety</u> – KS2</p> <p><b>L1:</b> Canals and rivers</p> <p><b>L2:</b> Flood alert!</p> | <p><b>Looking out for each other</b></p> <p>This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.</p> <p><b>Suggested lessons:</b></p> <p><u>St John Ambulance: First aid</u> – KS2*</p> <p><b>L1:</b> Allergies</p> <p><b>L4:</b> Bites and stings</p> <p><b>L7:</b> Calling for help</p> <p><i>*You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.</i></p> <p><u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons.</p> <p><b>Alternative / additional lessons:</b></p> <p>Food for thought: Revisit the extension and embedding activities. 📄</p> |

## Year 4

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Mental health and wellbeing</b></p> <p>Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing</u> – Y4</p> <p><b>L1:</b> Describing emotions</p> <p><b>L2:</b> Understanding internal and external distractions</p> <p><b>L3:</b> Exploring different thinking habits</p> <p><b>L4:</b> Different ways to manage worries</p> <p><b>L5:</b> Strategies for calm</p> <p><u>Change, loss and grief</u> – Y3-4</p> <p><b>L2:</b> How do people manage change and loss?</p> <p><b>Alternative / additional lessons:</b></p> <p>Croydon Council: Wellbeing Way </p> | <p><b>Exploring ways to manage risk</b></p> <p>This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.</p> <p><b>Suggested lessons:</b></p> <p><u>Firework safety</u> – KS2</p> <p><b>L1:</b> Firework safety</p> <p><u>Keeping safe at home</u> – KS2</p> <p><b>L1:</b> Keeping safe at home</p> <p><u>Road and rail safety</u> – KS2</p> <p><b>L3:</b> Independently crossing the road</p> <p><u>Exploring risk in relation to gambling</u> – KS2</p> <p><b>L1:</b> Exploring risk</p> <p><u>Drug education</u> – Y3-4</p> <p><b>L1:</b> Medicines and household products</p> <p><b>L2:</b> Smoking, vaping and alcohol</p> | <p><b>Forming respectful relationships</b></p> <p>This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.</p> <p><b>Suggested lessons:</b></p> <p><u>Personal identity</u> – KS2</p> <p><b>L1:</b> Personal identity</p> <p><u>Friendship and bullying</u> – Y3-4</p> <p><b>L1:</b> Valuing friendships</p> <p><b>L2:</b> Friendship challenges</p> <p><b>L3:</b> What is bullying</p> <p><u>Belonging and community</u> – Y3-4</p> <p><b>L2:</b> Belonging to a community</p> <p><b>Alternative / additional lessons:</b></p> <p>University of Sussex: The Rez </p> <p>Curiosity Library (£): The anti-bullying club </p> | <p><b>Money matters and news literacy</b></p> <p>This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.</p> <p><b>Suggested lessons:</b></p> <p><u>Money and wellbeing</u> – Y4</p> <p><b>L1:</b> How money is used</p> <p><b>L2:</b> Making decisions about money</p> <p><u>Guardian Foundation: NewsWise</u> – ages 7-9</p> <p><b>L4:</b> How news affects feelings</p> <p><b>L6:</b> Fake or real news?</p> <p><b>L7:</b> Questioning images in the news</p> <p><b>Alternative / additional lessons:</b></p> <p>Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons. </p> | <p><b>Me, my body and growing up</b></p> <p>This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.</p> <p><b>Suggested lessons:</b></p> <p><b>UPDATE COMING SOON</b></p> <p><u>Changing and growing up</u> – Y4-5</p> <p><b>L1:</b> Time to change</p> <p><b>L2:</b> Menstruation and wet dreams</p> <p><b>L3:</b> Personal hygiene</p> <p><b>L4:</b> Privacy</p> <p><b>L5:</b> Managing emotional changes</p> <p><u>NSPCC: Talk PANTS</u> – ages 7-9</p> <p><b>L1:</b> Building confidence</p> <p><b>Alternative / additional lessons:</b></p> <p>Rosie's story: What happens if families change? </p> | <p><b>Families and growing together</b></p> <p>This unit supports pupils' understanding of diverse family structures, and how families can change.</p> <p><b>Suggested lessons:</b></p> <p><u>Families</u> – KS2</p> <p><b>L1:</b> Family relationships</p> <p><b>L2:</b> Diverse families</p> <p><b>L3:</b> Family changes</p> <p><u>Committed relationships and family life</u> – KS2</p> <p><b>L1:</b> Marriage and partnership</p> |

## Year 5

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Friendships, stereotypes and bullying</b></p> <p>This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.</p> <p><b>Suggested lessons:</b></p> <p><u>Friendship and bullying</u> – Y5-6</p> <p><b>L1:</b> Including others</p> <p><b>L2:</b> Positive and respectful friendships</p> <p><b>L3:</b> Bullying and its impact</p> <p><u>Belonging and community</u> – Y5-6</p> <p><b>L3:</b> Challenging stereotypes</p> <p><b>L4:</b> Addressing extremism</p> <p><b>Alternative / additional lessons:</b></p> <p>Changing Faces: A World of Difference </p> <p><b>COMING SOON</b></p> <p>Assistance Dogs UK</p> | <p><b>Mental health and wellbeing</b></p> <p>This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing</u> – Y5</p> <p><b>L1:</b> Noticing and naming emotions</p> <p><b>L2:</b> Directing attention and managing distractions</p> <p><b>L3:</b> Changing thinking habits</p> <p><b>L4:</b> Rumination and worry</p> <p><b>L5:</b> Managing reactivity</p> <p><b>Alternative / additional lessons:</b></p> <p>OHID: Every mind matters – KS2 </p> <p>Croydon Council: Wellbeing Way </p> | <p><b>Positively engaging with our world</b></p> <p>This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.</p> <p><b>Suggested lessons:</b></p> <p><u>Guardian Foundation: NewsWise</u> – ages 9-11</p> <p><b>L3:</b> Managing feelings about the news</p> <p><b>L5:</b> Spotting fake news</p> <p><b>L6:</b> Understanding that news is targeted</p> <p><u>UCL: Climate change - empathy and agency</u> – KS2</p> <p><b>L1:</b> Connecting with nature</p> <p><b>L2:</b> Everyday actions</p> <p><b>L3:</b> Doing it together</p> | <p><b>Respecting boundaries</b></p> <p>This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.</p> <p><b>Suggested lessons:</b></p> <p><u>Consent</u> – KS2</p> <p><b>L1:</b> Giving and seeking permission</p> <p><b>L2:</b> Personal boundaries</p> <p><b>L3:</b> Appropriate and inappropriate touch</p> <p><u>NSPCC: Talk PANTS</u> – ages 9-11</p> <p><b>L6:</b> How can the PANTS rule help us?</p> <p><u>FGM</u> – Y5-6*</p> <p><b>L1:</b> Keeping safe – FGM</p> <p><i>*See the Programme of Study for further guidance on teaching about FGM at the primary phase.</i></p> <p><b>Alternative / additional lessons:</b></p> <p>GHLL: Understanding consent </p> | <p><b>Safe connections</b></p> <p>This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.</p> <p><b>Suggested lessons:</b></p> <p><u>CEOP: Play, like, share</u></p> <p><b>L1:</b> Block him right good, Alfie!</p> <p><b>L2:</b> Who's Magnus?</p> <p><b>L3:</b> They have fans, we have friends!</p> <p><u>CEOP: Connect</u> – Y5-6</p> <p><b>L1:</b> Respectful relationships</p> <p><b>L2:</b> Socialising online</p> <p><u>City of London Police: Cyber Detectives</u> – Y5-6</p> <p><b>L1:</b> What is online fraud?</p> <p><b>L2:</b> Where can online fraud occur?</p> <p><b>Alternative / additional lessons:</b></p> <p>NCA: Making the right #CyberChoices </p> <p>NSCS: CyberSprinters – lesson 3 </p> | <p><b>Embedding healthy habits and learning first aid</b></p> <p>This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.</p> <p><b>Suggested lessons:</b></p> <p><u>Melanoma Fund: Sunguarding Schools</u></p> <p><b>L1:</b> Sunguarding Schools</p> <p><u>Sure: Breaking Limits</u> – KS2</p> <p><b>L1:</b> Confident mover</p> <p><b>L2:</b> Team player</p> <p><b>L3:</b> Goal setter</p> <p><u>St John Ambulance: First aid</u> – KS2*</p> <p><b>L2:</b> Asthma</p> <p><b>L9:</b> Head injuries</p> <p><i>*You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.</i></p> |

## Year 6

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Mental health and wellbeing</b></p> <p>This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.</p> <p><b>Suggested lessons:</b></p> <p><u>Foundations for Wellbeing</u> – Y6</p> <p><b>L1:</b> Regulating emotions</p> <p><b>L2:</b> Managing distraction</p> <p><b>L3:</b> Developing positive thinking habits</p> <p><b>L4:</b> Managing rumination and worry</p> <p><b>L5:</b> Managing stress</p> <p><u>Change, loss and grief</u> – Y5–6</p> <p><b>L3:</b> How do people manage loss and support each other?</p>                                                                                                                                              | <p><b>Managing money and online spending</b></p> <p>This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.</p> <p><b>Suggested lessons:</b></p> <p><u>Money and wellbeing</u> – Y6</p> <p><b>L1:</b> Money and emotional wellbeing</p> <p><b>L2:</b> Being a critical consumer</p> <p><u>Exploring risk in relation to gambling</u> – KS2</p> <p><b>L2:</b> Chancing it!</p> <p><u>Online financial harms</u> – KS2</p> <p><b>L1:</b> Spending influences</p> <p><b>L2:</b> Wellbeing and support</p> <p><u>The sleep factor</u> – KS2</p> <p><b>L1:</b> Getting a good night's sleep</p> <p><b>**Moved from Spr 1</b></p> | <p><b>Changes in puberty (and sex education*)</b></p> <p>This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.</p> <p><b>Suggested lessons:</b></p> <p><b>UPDATE COMING SOON</b></p> <p><u>Changing and growing up</u> – Y6</p> <p><b>L1:</b> Puberty recap</p> <p><b>L2:</b> Managing change and independence</p> <p><b>L3:</b> Positive, healthy relationships</p> <p><b>L4:</b> How a baby is made*</p> <p><small>*The parental right to withdraw applies to sex education.</small></p> <p><u>The sleep factor</u> – KS2</p> <p><b>L1:</b> Getting a good night's sleep</p> | <p><b>Drug education: assessing risk and managing influences</b></p> <p>This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.</p> <p><b>Suggested lessons:</b></p> <p><u>Drug education</u> – Y5–6</p> <p><b>L1:</b> Medicines</p> <p><b>L2:</b> Legal and illegal drugs</p> <p><b>L3:</b> Influences and pressure</p> <p><b>L4:</b> Tobacco, vaping and alcohol in the media</p> <p>Combine resources and teach as 1 lesson</p> <p>Combine resources and teach as 1 lesson</p> | <p><b>Developing our understanding of AI</b></p> <p>This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.</p> <p><b>Suggested lessons:</b></p> <p><u>Understanding AI: Rights, safety and wellbeing</u> – KS2</p> <p><b>L1:</b> What is AI?</p> <p><b>L2:</b> How does AI affect our rights?</p> <p><b>L3:</b> What is an AI chatbot?</p> <p><u>Home office: Digital deception – Understanding deepfakes</u> – Y5–6</p> <p><b>L1:</b> The impact of generative AI</p> <p><b>L2:</b> The ethics of AI images</p> <p><u>Pick your pics</u> – Y5–6</p> <p><b>L1:</b> Pick your pics</p> <p><b>**Add to Sum 1</b></p> | <p><b>Looking to the future</b></p> <p>This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.</p> <p><b>Suggested lessons:</b></p> <p><u>The Careers and Enterprise Company: Careers explorers</u> – KS2</p> <p><b>L1:</b> Job skills</p> <p><b>L2:</b> Choosing a career</p> <p><b>L3:</b> Career routes</p> <p><u>Embracing change and new challenges</u> – Y6</p> <p><b>L1:</b> Moving to secondary school</p> <p><b>**Add to lesson</b></p> <p><u>Exploration of what to do when travelling on their own:</u></p> <ul style="list-style-type: none"> <li>How to organise your routes to and from school.</li> <li>What to do if you feel frightened?</li> <li>What to do if you see a group of people (or if people intimidate you)</li> <li>What to do if you are with someone who you think might get hurt (being a bystander)</li> <li>What to do if there is an incident or someone gets hurt?</li> </ul> <p><b>Alternative / additional lessons:</b></p> <p>NSPCC: Talk relationships – Transition to secondary school</p> |
| <p><b>Yr 6 Key Question: How can we challenge the causes of racism?</b></p> <ul style="list-style-type: none"> <li><b>L1</b> – What is privilege? What is unconscious bias? <ul style="list-style-type: none"> <li>To understand what is meant by 'systemic racism', and to realise that some of the systems we operate in can be racist without bad intention from the people within it.</li> </ul> </li> <li><b>L2</b> – What does it mean to be anti-racist? <ul style="list-style-type: none"> <li>The difference between 'not racist' and 'anti-racist'. Developing understanding that we all have a responsibility to stand up against racism (be anti-racist) if things are to change, and that it is not enough to just not be a perpetrator of racism.</li> </ul> </li> </ul> <p><b>**Add to Sum 1</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



**Embers the Dragon brings emotional learning to life for 3-11 year olds and those that care for them.**

It can be used preventatively to teach emotional literacy to all children, and as an accessible early intervention for families who are struggling with specific emotional development and behavioural challenges.

**Embers is clinically proven to improve children's mental health.**



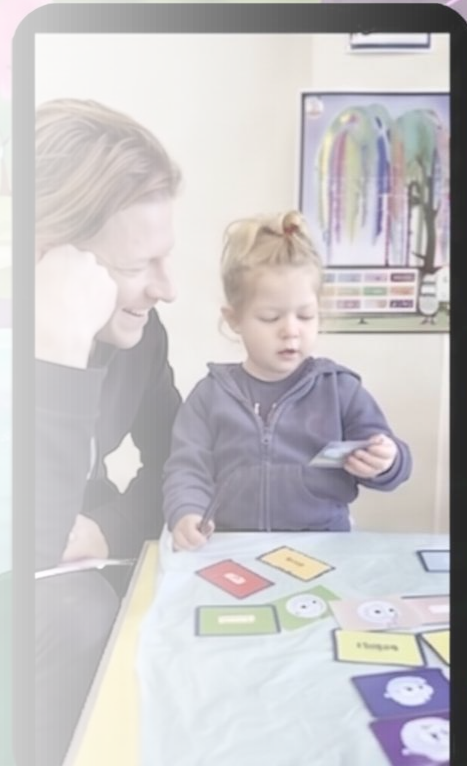
# Introducing Embers



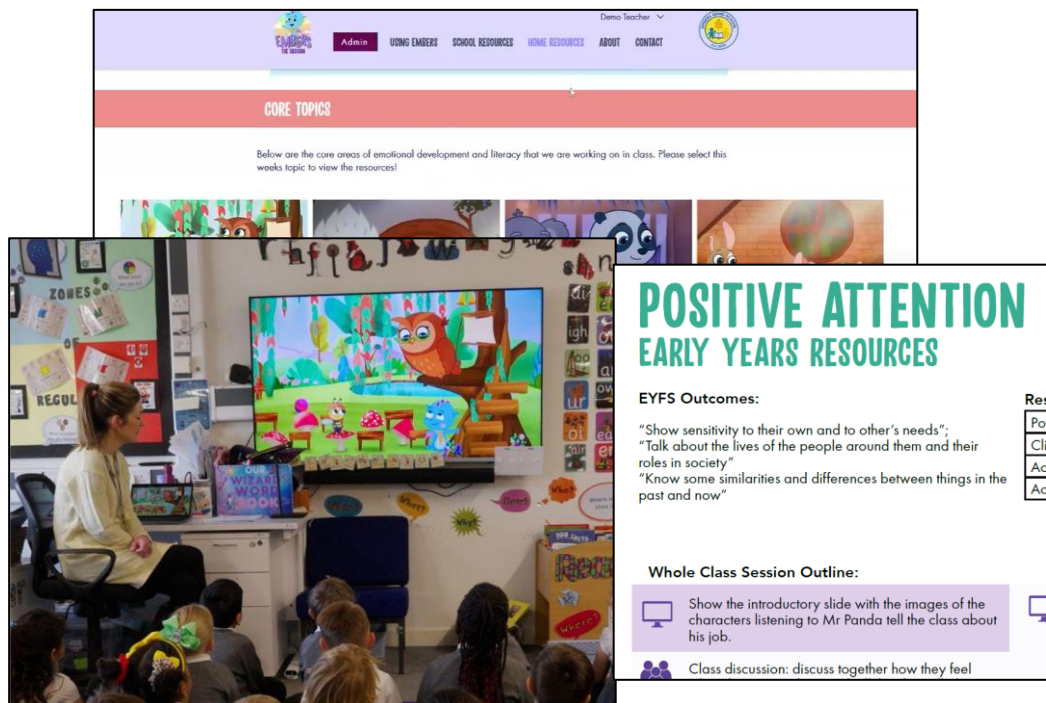
# How does Embers the Dragon work?

**Embers the Dragon brings emotional learning to life via stories, characters and formats our audience already love and feel familiar with.**

- **Children:** We use the NICE-recommended science to help children learn how to recognise, understand and manage their emotions. We engage them by telling stories set within Embers' world, delivered to children through vibrant animated content & storybooks - at home and/or in school.
- **Parents, Carers & Educators:** What children learn is reinforced by the adults around them; whether it be via teachers, through a dedicated schools programme; or for those in further need, a dedicated families' app with an in-built parenting course and activity library.
- Embers helps parents, carers & educators support children's' emotional development, and to learn how to tackle challenging behaviour.



# How Embers reaches children and those that care for them



## Embers for Schools

*Nursery & Primary School course mapped to PSHE and aligned with KCSIE 2026, with parents' platform. Helps with transition to school & foundational emotional literacy.*

***Improve GLDs at EYFS, deliver PSHE curricula at KS1/KS2, tackle issues such as EBSA & reduce CAMHS referrals.***



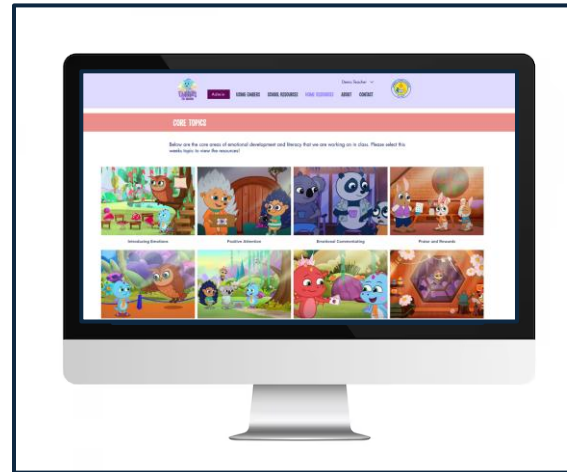
## The Embers App

*Self-guided parenting course, children's learning games and family activities. Prescribable for families in need with outcome monitoring, a therapy adjunct, or self-referrable.*

***Reduce CAMHS waiting lists and support population-wide children's mental health & specific parenting challenges.***

# Embers for Schools: Home Accompaniment

Every parent is provided with a login to a web platform linked to our schools' course. This contains the Embers animation children would have seen that week in class, an expert video so parents are learning along with their child, as well as some family activities. This enables families to reinforce the learning, whilst schools can also monitor pupil and parent engagement.





# Embers for Schools: EYFS & KS1

- At EYFS the programme is designed to deliver PSED elements aligned to Good Levels of Development.
- In KS1, our PSHE association-aligned resources enhance schools' Foundations for Wellbeing provision.
- It's delivered by primary teachers across a 7-week period every year.

# Embers for Schools: KS2

Blaze's Diary is new for 2026 and extends the Embers programme up until year 6 with an aged-up creative approach. This ensures pupils remain engaged as they progress from KS1 and start to tackle new areas of emotional development, as well as the transition skills needed ahead of starting secondary school.

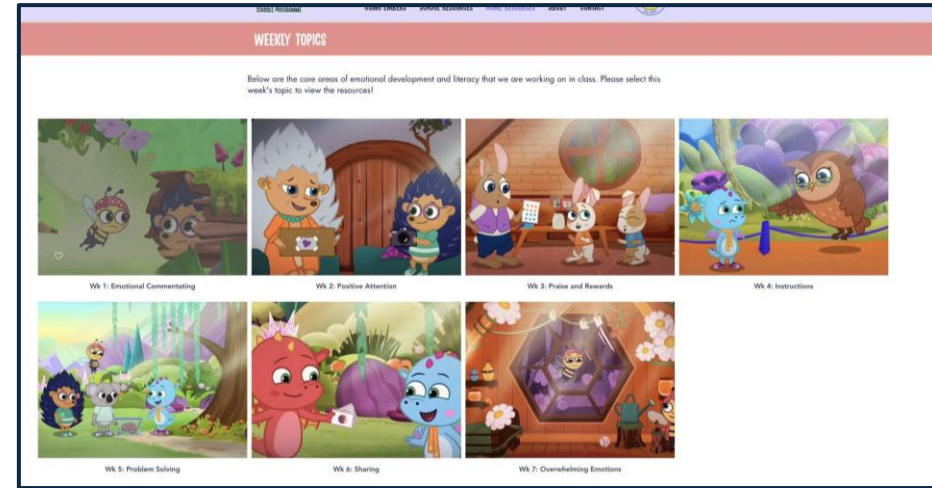
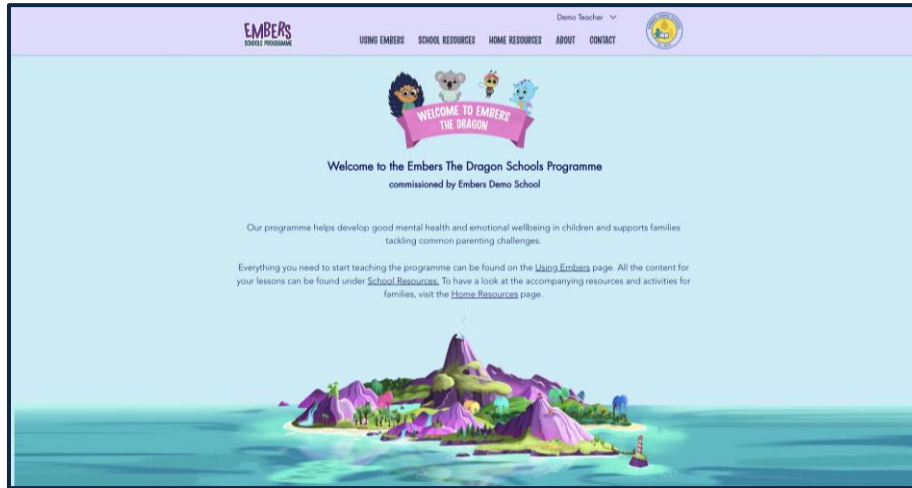


IT STARTED OFF 'OK', BECAUSE I GOT TO PLAY FOOTBALL AT BREAKTIME.

I LIKE THE RUNNING AROUND AND KICKING THINGS PART OF FOOTBALL BUT I'M NOT GREAT AT SCORING GOALS.



# Embers for Schools: Deployment



Schools receive an access code to download all the resources they need, as well as physical posters, books and activity sheets as required. Video and written guides support integration of Embers into their programmes of study and support delivery in class. Parents/Carers receive a home login.

# Example: Embers for Schools EYFS

- Children meet the Tukee Tree: a magical tree whose leaves turn colours to show feelings
- Seven feelings are taught across the year, each introduced through its own animated story
- Children learn Dragon Breaths, a simple calming exercise used throughout the whole programme, alongside other regulation techniques
- Sessions are built on EYFS outcomes and the PSHE Association's Foundations for Wellbeing



# Example: Embers for Schools Year 1

- The same stories return with deeper questioning: how could you tell what someone was feeling?
- Children practise reading feelings from faces, bodies and behaviour, like detectives
- Sessions cover the people who care for us, why rules exist, solving problems and big feelings
- Every learning objective is an official KS1 PSHE Association Programme of Study statement



# Example: Embers for Schools Year 2

- Children move from spotting a feeling to acting on it. They are also encouraged to notice and respond to the feelings of their peers
- Key objectives are deliberately revisited from Year 1, each with a step up for example:
- Sharing steps up to needs versus wants and that we can't always have everything we want
- Children learn you can feel two things at once and that it's normal



# No Outsiders



## What is No Outsiders?

Our Vision: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

| No Outsiders | Reception                                                                                                                                              | Year 1                                                                                                                                                     | Year 2                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                  | Year 4                                                                                                                                                        | Year 5                                                                                                                                                                               | Year 6                                                                                                                                                                             |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1       | <b>No Outsiders 0.1</b><br><b>Key learning</b> – To choose what I like<br><b>Suggested Text:</b> You Choose by Mich Sharratt and Pippa Goodheart       | <b>No Outsiders 1.3</b><br><b>Key learning</b> – To find ways to play together.<br><b>Suggested Text:</b> Want to play trucks? By Ann Stott and Bob Graham | <b>No Outsiders 2.1</b><br><b>Key learning</b> – To welcome different people<br><b>Suggested Text:</b> Can I join your club? By John Kelly and Steph Laberis              | <b>No Outsiders 3.3</b><br><b>Key learning</b> – To be welcoming<br><b>Suggested Text:</b> Beegu by Alexis Deacon                                                                                                                       | <b>No Outsiders 4.1</b><br><b>Key learning</b> - To help some accept difference<br><b>Suggested Text:</b> Along came a Different by Tom McLaughlin            | <b>No Outsiders 5.1</b><br><b>Key learning</b> - To consider consequence<br><b>Suggested Text:</b> Kenny Lives with Erica and Martina by Olly Pike                                   | <b>No Outsiders 6.5</b><br><b>Key learning</b> - To show acceptance<br><b>Suggested Text:</b> Introducing Teddy by Jessica Walton and Dougal MacPherson                            |
| Term 2       | <b>No Outsiders 0.2</b><br><b>Key learning</b> – It's ok to like different things<br><b>Suggested Text:</b> Red Rockets and Rainbow Jelly              | <b>No Outsiders 1.1</b><br><b>Key learning</b> - To like the way I am<br><b>Suggested Text:</b> Elmer by David Mckee                                       | <b>No Outsiders 2.2</b><br><b>Key learning</b> – To have self-confidence<br><b>Suggested Text:</b> Hot to be a lion by Ed Vere                                            | <b>No Outsiders 3.2</b><br><b>Key learning</b> – To understand what a bystander is<br><b>Suggested Text:</b> We're All Wonders by R J Palacio                                                                                           | <b>No Outsiders 4.3</b><br><b>Key learning</b> - To be proud of who I am<br><b>Suggested Text:</b> Red: A Crayon Story by Michael Hall                        | <b>No Outsiders 5.2</b><br><b>Key learning</b> - To justify my actions<br><b>Suggested Text:</b> Rose Blanche by Ian McEwan and Roberto Innocenti                                    | <b>No Outsiders 6.6</b><br><b>Key learning</b> - To consider democracy<br><b>Suggested Text:</b> A Day in the Life of Marlon Bundo by Marlon Bundo with Jill Twiss                 |
| Term 3       | <b>No Outsiders 0.3</b><br><b>Key learning</b> – To say hello<br><b>Suggested Text:</b> Hello Hello by Brendan Wenzal                                  | <b>No Outsiders 1.4</b><br><b>Key learning</b> – Proud to be me<br><b>Suggested Text:</b> Hair, It's a Family Affair by Mylo Freeman                       | <b>No Outsiders 2.3</b><br><b>Key learning</b> – To understand what diversity is<br><b>Suggested Text:</b> The Great Bog Book of Families by Mark Hoffman and Ros Asquith | <b>No Outsiders 3.1</b><br><b>Key learning</b> – To understand discrimination<br><b>Suggested Text:</b> This Is Our House by Michael Rosen                                                                                              | <b>No Outsiders 4.4</b><br><b>Key learning</b> - To Find Common Ground<br><b>Suggested Text:</b> Aalfred and Aalbert by Morag Hood                            | <b>No Outsiders 5.5</b><br><b>Key learning</b> - To explore friendship<br><b>Suggested Text:</b> The Girls by Lauren Lee and Jenny Lovlie                                            | <b>No Outsiders 6.2</b><br><b>Key learning</b> - To consider language and freedom of speech<br><b>Suggested Text:</b> The Only Way is Badger by Stella J. Jones and Carmen Saldana |
| Term 4       | <b>No Outsiders 0.4</b><br><b>Key learning</b> – All families are different<br><b>Suggested Text:</b> The Family Book by Todd Parr                     | <b>No Outsiders 1.2</b><br><b>Key learning</b> - To join in<br><b>Suggested Text:</b> Going to the Volcano by Andy Stanton                                 | <b>No Outsiders 2.4</b><br><b>Key learning</b> – To think about what makes a good friend<br><b>Suggested Text:</b> Amazing by Steve Antony                                | <b>No Outsiders 3.4</b><br><b>Key learning</b> – To recognise a stereotype<br><b>Suggested Text:</b> The Truth About Old People by Elina Ellis                                                                                          | <b>No Outsiders 4.2</b><br><b>Key learning</b> - To choose when to be assertive<br><b>Suggested Text:</b> Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie | <b>No Outsiders 5.4</b><br><b>Key learning</b> - To recognise when someone needs help<br><b>Suggested Text:</b> How to Heal a Broken Wing by Bob Graham                              | <b>No Outsiders 6.3</b><br><b>Key learning</b> - To overcome fears about difference<br><b>Suggested Text:</b> Leaf by Sandra Diechmann                                             |
| Term 5       | <b>No Outsiders 0.5</b><br><b>Key learning</b> – To celebrate my family<br><b>Suggested Text:</b> Mommy, Mama and Me by Leslea Newnman, Carol Thompson | <b>No Outsiders 1.5</b><br><b>Key learning</b> – I share the world with lots of people.<br><b>Suggested Text:</b> My World Your World by Melanie Walsh     | <b>No Outsiders 2.5</b><br><b>Key learning</b> – To communicate in different ways<br><b>Suggested Text:</b> What the Jacksaw Saw by Julia Donaldson and Nick Sharratt     | <b>No Outsiders 3.5</b><br><b>Key learning</b> – To recognise and help an outsider<br><b>Suggested Text:</b> The Hueys in the New Jumper by Oliver Jeffers                                                                              | <b>No Outsiders 4.5</b><br><b>Key learning</b> - To look after my mental health<br><b>Suggested Text:</b> When Sadness comes To Call by Eva Eland             | <b>No Outsiders 5.3</b><br><b>Key learning</b> - To consider responses to racist behaviour<br><b>Suggested Text:</b> Mixed by Arree Chung                                            | <b>No Outsiders 6.4</b><br><b>Key learning</b> - To consider causes of racism<br><b>Suggested Text:</b> The Island by Armin Greder                                                 |
| Term 6       | <b>No Outsiders 0.1</b><br><b>Key learning</b> – To make a new friend<br><b>Suggested Text:</b> Blue Chameleon by Emily Gravett                        | <b>No Outsiders 1.6</b><br><b>Key learning</b> – To Work Together<br><b>Suggested Text:</b> Errol's Garden by Gillian Hibbs                                | <b>No Outsiders 2.6</b><br><b>Key learning</b> – To know I belong<br><b>Suggested Text:</b> All Are Welcome by Alexandra Penfold and Suzanna Kaufman                      | <b>No Outsiders 3.6</b><br><b>Key learning</b> – To consider living in Britain Today<br><b>Suggested Text:</b> Prophet Omar: Accidental Trouble Magnet by Zayib Mian (N.B. this involves reading the text over a term to discuss topic) | <b>No Outsiders 4.6</b><br><b>Key learning</b> - To show acceptance<br><b>Suggested Text:</b> Julian is a Mermaid by Jessica Love                             | <b>No Outsiders 5.6</b><br><b>Key learning</b> - To exchange dialogue and express and opinion<br><b>Suggested Text:</b> When Tango Makes Three by Justin Richardson by Peter Parnell | <b>No Outsiders 6.1</b><br><b>Key learning</b> - To consider responses to immigration<br><b>Suggested Text:</b> King of the Sky by Nicola Davis                                    |

**\*These 6 lessons per year groups need to be taught in addition to the PSHE association lessons. If lessons need to be swapped within the year group as topics arise this is fine.**