



RSHE Lesson Overviews

2025-26



Year 1 – Term 4

Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
Introducing Yasmin and Tom.	LO: I can describe some ways that boys and girls are similar or the same <ul style="list-style-type: none">- I know the theme and characters for this series of lessons.- I can begin to challenge gender stereotypes.
Friendships and Feelings	LO: I can describe what makes a good friend and how to solve a problem when a friendship goes wrong. <ul style="list-style-type: none">- I can describe what makes a good friend.- I can identify when friendship feels good.- I can describe how to solve a problem when a friendship goes wrong.
Different families	LO: I can describe similarities and differences between different families. <ul style="list-style-type: none">- I can identify different types of families.- I can describe a similarity and difference between different types of families.

Year 2 – Term 4

Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
Introducing Yasmine and Tom. My brilliant body	<p>LO: I can explain that all bodies are different and say what is brilliant about my body.</p> <ul style="list-style-type: none"> - I can explain that all bodies are different. - I can say what is brilliant about my body. - I can explain what to do if someone says mean things about someone's body. <p>I can describe how to get help.</p>
Keeping clean and taking care of myself	<p>LO: I can explain why it is important to keep clean and healthy.</p> <ul style="list-style-type: none"> - I can name the objects that are used to help keep someone clean and healthy. - I can explain why it is important to keep clean. <p>I can describe which things I can do for myself to look after my body and which things I am learning to do.</p>
Naming body parts	<p>LO: I can name the different parts of my body including the private and personal body parts.</p> <ul style="list-style-type: none"> - I can name all of the different parts of my body including the private and personal body parts. <p>I can explain what private and personal parts are and how they are identified</p>
Keeping safe	<p>LO: I can recognise when a situation is safe or unsafe and how to get help.</p> <ul style="list-style-type: none"> - I can recognise when a situation is safe or unsafe. - I can describe some ways that I can keep safe. - I can describe how to get help.
Year 3 – Term 5	
Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
Introducing Yasmine and Tom What makes a good friend?	<p>LO: I can develop my understanding of what a good or healthy friendship is.</p> <ul style="list-style-type: none"> - I can tell you two things that make a good friend. - I can tell you two things that would make me think someone is not a good friend. <p>I can explain what I need to do to be a good friend.</p>

Families and getting on with our families	<p>LO: I can explore diversity in families and have some ideas of what to do if there are any difficulties in my family.</p> <ul style="list-style-type: none"> - I can tell you one thing that most families have in common and one way in which families can be different. - I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's. <p>I can identify who I talk to if I am worried about anyone or anything in my family.</p>
Me, myself and I	<p>LO: I can develop a positive sense of self.</p> <ul style="list-style-type: none"> - I can show respect to others who are different to me. - I can tell you at least one thing I am good at. <p>I can tell you one thing I can do to make myself feel better if I am feeling down.</p>
My personal and private body parts and keeping safe	<p>LO: I can use language for the personal and private parts of the body and understand safe touch, personal space and consent.</p> <ul style="list-style-type: none"> - I can label the personal and private parts of bodies. - I can explain the difference between safe and unsafe touches. <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family.</p>
Is it risky	<p>LO: I can begin to develop skills in assessing and managing risk.</p> <ul style="list-style-type: none"> - I know what risky means and that some risks are good and for others I need to think carefully. - I am beginning to understand how to take steps to assess risk and keep myself safe. - I can say no to things I don't want to do. <p>I can use 'Stop Think Go' to help me know what my options are if I start to feel unsafe.</p>
Year 4 – Term 5	
Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
Gender stereotypes and Aspirations	<p>LO: I can develop an understanding of gender stereotypes.</p> <ul style="list-style-type: none"> • I can take part in a discussion and respond respectfully to someone I don't agree with. • I can describe what a stereotype is. <p>I can show respect to others who are different to me.</p>

Me, myself and I	<p>LO: I can develop a positive sense of self.</p> <ul style="list-style-type: none"> • I can tell you at least one thing I am good at. <p>I can tell you one thing I can do to make myself feel better if I am feeling down.</p>
My personal and private body parts and keeping safe	<p>LO: I can use language for the personal and private parts of the body, understanding safe touch, personal space and consent.</p> <ul style="list-style-type: none"> • I can label the personal and private parts of bodies. • I can explain the difference between safe and unsafe touches. <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family.</p>
Body care	<p>LO: I can understand more about keeping clean and not spreading germs.</p> <ul style="list-style-type: none"> • I can tell you at least one brilliant thing about my body. <p>I can explain which parts of the body I particularly need to keep clean as I get older.</p>
Changes at puberty	<p>LO: I can understand some of the physical and emotional changes at puberty to mine and others' bodies.</p> <ul style="list-style-type: none"> • I can identify some of the changes that will happen in my body and other bodies during puberty. • I can describe who to talk to when I need help dealing with the changes at puberty. <p>I can ask for support for any changes that are difficult to manage.</p>
Periods (menstruation)	<p>LO: I can explain what a period (menstruation) is.</p> <ul style="list-style-type: none"> • I can identify products that might be needed during menstruation <p>I can suggest ways to manage feelings and emotions during menstruation</p>
Year 5 – Term 4	
Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
Online and Offline friendships Friendships and secrets	<p>LO: I can explore the challenges of on and offline friendships and can explain ways to access help if I need it</p> <p>LO: I can describe qualities of a good friend and can explore trust and secrets in our friendships.</p> <ul style="list-style-type: none"> • I can explain how healthy friendships and relationships make me feel.

	<ul style="list-style-type: none"> • I can explain what online bullying is. • I can tell someone what to do if they see something that is upsetting me or shocking online. • I can explain the difference between a safe and unsafe secret. • I can describe some qualities of a good friendship. <p>I can ask for help if I need it.</p>
Keeping safe – safe and unsafe touch	<p>LO: I recognise and understand ways to keep safe including being able to say no to unwanted touch or behaviour.</p> <ul style="list-style-type: none"> • I can explain the need to ask and receive permission (consent) for some types of touch. • I can identify when physical contact feels unsafe and describe how to ask for help. • I can evaluate the importance of choice, control and time limit in making safer choices.
Changes at puberty	<p>LO: I understand physical and emotional changes at puberty</p> <ul style="list-style-type: none"> • I can identify some of the changes that will happen in my body and other bodies during puberty. • I can describe who to talk to when I need help dealing with the changes at puberty. <p>I can ask for support for any changes that are difficult to manage.</p>
Periods	<p>LO: I can identify some of the changes that will happen in my body and other bodies during puberty, suggest ways to manage these changes and know who to talk to when I need help</p> <ul style="list-style-type: none"> • I can explain what a period (menstruation) is. • I can suggest ways to overcome possible issues from periods.
Equality and the Law Getting help	<p>LO: I can explain what prejudice and discrimination means and describe ways to challenge this behaviour</p>

	<p>LO: I know about who can help including external services and know that it is good to talk no matter what the issue.</p> <ul style="list-style-type: none"> • I can describe discrimination. • I can explain that groups of people are protected by the Equality Act. • I can describe ways to challenge prejudice and discriminatory behaviour. • I can describe what Childline is and how to access it. • Using my helping hand, I can identify who I can go to for help. <p>I can explain that there is nothing too awful or small that I can't talk to someone about it.</p>
	<p>Consolidation session.</p> <p>Opportunity to have a question-and-answer session in same sex groupings.</p>
Year 6 – Term 3	
Lesson sequence	Yasmine & Tom Main Objectives and our Learning Objective (LO)
<p>Friendships and pressure</p> <p>Keeping safe – Safe and unsafe touch</p>	<p>LO: I can explain what peer pressure is and ways to deal with it</p> <p>LO: I understand safe and unsafe touch and be able to say no to touch or behaviour</p> <p>LO: I can evaluate the importance of choice, control and time limit in making safer choices.</p> <ul style="list-style-type: none"> • I can explain what peer pressure is. • I can say no to something I don't want to do. • I can explain the need to ask and receive permission (consent) for some types of touch. • I can identify when physical contact feels unsafe and describe how to ask for help. <p>I can evaluate the importance of choice, control and time limit in making safer choices.</p>
<p>Changes and puberty</p> <p>Periods</p>	<p>LO: I can identify some of the changes that will happen in my body and other bodies during puberty, suggest ways to manage these changes and know who to talk to when I need help</p>

<p>Wet dreams and masturbation</p>	<ul style="list-style-type: none"> • I can identify some of the changes that will happen in my body and other bodies during puberty. • I can describe who to talk to when I need help dealing with the changes at puberty. • I can ask for support for any changes that are difficult to manage. • I can explain what a period (menstruation) is. • I can suggest ways to overcome possible problems from periods. • I can explain what wet dreams are. • I can explain that some boys have wet dreams and some don't. • I can suggest ways to manage wet dreams. <p>I can describe what masturbation is.</p>
<p>Making babies – sexual intercourse</p>	<p>LO: I understand how babies are made</p> <ul style="list-style-type: none"> • I can describe fertilization through sexual intercourse. • I can explain how a baby is made and that different people use different methods to do this. • I can describe what consent means. <p>I know the age of consent.</p>
<p>Making babies – Assisted fertility and multiple births Making babies – Pregnancy and birth</p>	<p>LO: I understand there may be different ways to get pregnant and know about multiple births. LO: I know about pregnancy and how babies are delivered.</p> <ul style="list-style-type: none"> • I can explain that some people have help to become pregnant. • I can explain why some people need assistance to make a baby. • I can describe the difference between identical and non-identical twins. • I can say how long an average pregnancy lasts. • I can explain why a pregnancy lasts approximately 40 weeks. • I can identify and explain why some things should and should not be eaten in pregnancy. • I can explain describe how babies are born (delivered). • I can work in a group.

<p>Identity and prejudice Getting help</p>	<p>LO: I can define what sexual orientation and gender mean and can identify things that shape our personal identity. LO: I know about who can help including external services and know that it is good to talk no matter what the issue.</p> <ul style="list-style-type: none"> • I can define what sexual orientation and gender mean. • I can identify things that shape our personal identity. • I can explain what prejudice means. • I can describe what Childline is and how to access it. • Using my helping hand, I can identify who I can go to for help. <p>I can explain that there is nothing too awful or small that I can't talk to someone about it.</p>
	<p>Consolidation session. Opportunity to have a question-and-answer session in same sex groupings.</p>