Welcome to
The Story Project
Curriculum

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Overview

Our Guarantee:

Our curriculum will always include:

- ✓ All statutory primary RSHE skills (September 2026)
- ✓ Additional non-statutory PSHE skills
- ✓ British Values and SMSC aligned content
- ✓ Content aligned with contextualised safeguarding
- ✓ An engaging and diverse collection of stories, covering Protected Characteristics
- ✓ Content that supports Ofsted education inspection framework 2023 for Personal Development

Diversity and Representation

As a key element of The Story Project, our books reflect diverse characters and stories. We choose our books carefully, ensuring they give an authentic account of different experiences. We want all children to see themselves in the pages of The Story Project's books.

We purposefully and intentionally choose stories that inspire discussion and different opinions. The opportunity for open conversation is an important part of children developing empathy and understanding of respectful relationships. This means covering positive representations of diversity as well as how some groups of people are discriminated against. This is covered sensitively and, in an age appropriate way.

Using books to do this means that children are distanced from the topic and can approach the conversation safely without judgement.

Our Principles and Teacher Autonomy

We are passionate about creating a curriculum that reflects the needs of children in your school. Our knowledge and expertise means our curriculum is engaging, progressive, research-based and quality assured. **You** are the experts of your children, so we have also ensured that lessons are easy-to-implement and adaptable where necessary. Autonomy and flexibility are embedded, and we support schools to use our curriculum in a way that suits their needs. Your feedback is so important to us – if something isn't working, let us know. We strive be responsive to what you need.

Examples of built in flexibility:

- **Settle** - Our programme contains over 200 emotional regulation strategies, so if one doesn't work for your class, you can change it for another. If some children don't like to close their eyes, for example, skip this step.
- **Read** - In the first lesson of a unit, you'll want to read the whole book (or the full extract, if it is a chapter book). However, depending on the age, engagement and needs of your class, you can change how you interact with the story in subsequent lessons. You may wish to simply refer to certain pages or part of the book in lessons 2 to 6. Guided reading questions are provided, but these can be adapted dependent on need.
- **You** - Every lesson includes a choice of two 'You' activities. This is intentional so that teachers have autonomy over how they achieve each objective within our lesson plan structure.
- **Further reading** - We pick out the key themes in our books, but there is so much more to explore! Feel free to extend the learning into topics and themes that are relevant to your class. Further reading and resources are suggested at the end of each unit overview.

How Our Curriculum Works

We have grouped the statutory RSHE and non-statutory PSHE skills into 6 Key Themes. Each key theme progresses through the primary journey, deepening and stretching children's skills and knowledge by fostering empathy and understanding. Our books don't just focus on one topic; they weave the 6 key themes throughout the units so that children learn in a holistic and connected way. By the end of primary school, children will have been exposed to characters and stories that enlighten, challenge, support and empower them. This helps to develop a toolkit of wellbeing skills that will stay with children as they grow.

Our Core Curriculum Units

Objectives in Each Unit

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jar of Happiness 1. I can tell you what makes me happy. 2. I can tell you some ways that I help others to feel happy. 3. I can tell you what makes me feel sad. 4. I can tell you how I help myself when I feel sad 5. I can explain how friends and family can make us feel happy.	**Peace at Last** 1. I can explain why I need enough sleep 2. I can tell you some strategies to manage feeling tired. 3. I can tell you what helps me to get a good night's sleep. 4. I can tell some ways I can help myself when I feel fidgety 5. I can tell you why permission-seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable	**The Girl Who Never Makes Mistakes** 1.I can explain why mistakes help my learning. 2.I can tell you how I have learnt from my mistakes. 3.I can tell you how respecting myself and being kind to myself can help me to be happy. 4.I can tell you what the word perseverance means. 5.I can tell you what helps me to persevere.	**On a Magical Do Nothing Day** 1.I can explain what nature is and I can tell you how nature benefits my mental wellbeing. 2.I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. 3.I can explain the importance of having a balance between online games and other hobbies 4.I can tell you how I can keep safe when I am outside. 5.I can tell you some strategies I have for managing disappointment.	**The Grand Hotel of Feelings** 1.I can tell you a range of feelings words and can explain when I have felt these feelings. 2.I can tell you why it is important to listen to our emotions. 3.I can describe examples of how people experience more than one feeling at a time 4.I can explain how my feelings might change as I grow up. 5. I can tell you what I could do if my feelings are too big to handle by myself.	**The Colour Thief** 1. I can tell you what mental illness means and how this can vary in severity, and I can tell you some ways people can look after their mental health. 2. I can tell you how someone experiencing mental illness can get support and I can explain why it is better to get support early. 3. I can tell you some of the ways people with mental health problems are supported. 4. I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can describe the available support. 5. I can tell you why it is important to show respect to all people including people experiencing mental illness.	**Aaron Slater Illustrator** 1.I can set myself challenging goals. 2.I can identify what will help me achieve my goal and what will hold me back. 3.I can tell you some strategies that can help me overcome the things that might hold me back. 4.I can break goals down into smaller manageable steps. 5.I can tell you about a range of careers.
Luna Loves Library Day 1. I can tell you who is in my family and why they are important. 2. I can tell you what I like to do with my family. 3. I can tell you how I show love to my family. 4. I can show skills related to active listening e.g. eye contact. 5. I can tell you how to show good manners.	**Morris the Mankiest Monster** 1.I can tell you how some diseases are spread and can be controlled. 2.I can tell you the importance of personal hygiene. 3.I can tell you the importance of brushing my teeth in the morning and evening. 4.I can describe the right choices to make to live a healthy lifestyle 5.I can tell you the consequences of not making the right choices to live a healthy lifestyle	**Ravi's Roar** 1.I can explain that it is ok to feel all emotions. 2.I can explain why it is important to reflect on how I manage my emotions. 3.I can tell you what strategies help me to calm down. 4.I can tell you what is fair/unfair, right/ wrong and kind/unkind. 5.I can tell you why it is good that people are different.	**Ruby's Worry** 1.I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice. 2.I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy. 3.I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems. 4.I can describe some simple self-care techniques I can use when I am feeling worried. 5.I can explain how children sometimes feel lonely and what children can do if they feel that way.	**Penguin Pig** 1.I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not. 2.I can tell you why it is important to treat people online the same as you treat people in person. 3.I can tell you some strategies for managing online bullying. 4.I can tell you how to critically consider sources of information. 5.I can tell you how information and data is shared and used online.	**The Boy Who Grew Flowers** 1.I can describe why it is important to respect my body and can tell you all the amazing things my body can do. I can explain the term 'body image' and how my opinion of my body can affect my confidence. 2.I can explain how images in the media do not always reflect reality and can affect my body image 3.I can explain the term self-esteem and know strategies to help boost my self-esteem. 4.I can describe the effect that bullying can have on mental wellbeing. 5.I can think of ways to make my classroom more inclusive.	**Marcus Rashford** 1. I can tell you what racism is and how I can stand up for it. 2. I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. 3. I can tell you how I could prevent difficult situations online. 4. I can tell you about people who have stood up for what they believe in. 5. I can tell you how I can stand up for what I believe in.

Here We Are 1.I can tell you why it is important to look after our planet. 2.I can tell you how I keep my classroom environment tidy and safe. 3.I can name the parts of my body and tell you some ways I look after my body. 4.I can tell you what I would do if my body doesn't feel well. 5.I can tell you how I show respect to all people.	**Look Up** 1.I can tell you what makes me individual. 2.I can tell you what my strengths are. 3.I can teach someone else something I am good at. 4.I can tell you some of the effects of spending too much time on devices. 5.I can tell you how to keep safe on the roads.	**Chicken Clicking** 1.I can tell you the benefits of going online. 2.I can tell you how to recognise the dangers of being online. 3.I can tell you the rules and principles for keeping safe online. 4.I can tell you how to report problems I have online. 5.I can tell you the value of the things that I buy.	**No Money Day** 1.I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. 2.I can tell you how money can affect people's emotions. 3.I can tell you some of the reasons people save or spend money. 4.I can tell you what 'borrowed' means and why people might borrow money. 5.I can tell you how to keep money and possessions safe.	**This Moose Belongs to Me** 1.I can tell you how friends should treat each other. 2.I can politely say 'no' when I don't want to do something. 3.I can explain that friendships have ups and downs. 4.I can tell you some ways I can repair a damaged friendship. 5.I can explain how rules and laws protect me and others.	**Ada's Violin** 1.I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. 2.I can tell you some ways I help to protect my world. 3.I can tell you what makes a good team. 4.I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation. 5.I can tell you what self-esteem means and some things that boost my self-esteem.	**Mary Earps** 1. I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive. 2. I can challenge stereotypes. 3. I can tell you what influences people's career choices. 4. I can tell you the benefits of exercise. 5. I can tell you how I look after my physical health.
Barbara Throws a Wobbler 1.I can tell you what makes me feel angry. 2.I can tell you what makes me feel calm. 3.I can tell you the difference between feelings and actions. 4.I can tell you how to treat friends kindly. 5.I can tell you how to have kind hands.	**Angry Arthur** 1.I can tell you what appropriate and proportionate behaviour means. 2.I can describe the 5 point scale for basic emotions. 3.I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support. 4.I can tell you the importance of giving my brain a rest and some ways I like to relax. 5.I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces.	**Aliens Love Underpants** 1.I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. 2.I can tell you why pants are private. 3.I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable.. 4.I can tell you what I can do if I feel unsafe in variety of situations. 5.I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.	**Faruq and the Wiri Wiri** 1.I can explain how food contributes to a balanced lifestyle. 2.I can tell you some principles of planning and preparing a range of healthy meals. 3.I can make choices about the food I eat and I can tell you what affects the choices I make. 4.I can tell you how drinks contribute to a balanced lifestyle. 5.I can tell you what influences my goals and dreams for the future.	**The Proudest Blue** 1. I can tell you about ways my family and friends support me. 2. I can tell you the difference between culture and religion, and the roles these play in my life. 3. I can tell you how I show respect to people who have different beliefs and cultures to me. 4. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help. 5. I can tell you about the impact of bullying on mental wellbeing.	**Pizza Face** 1.I can tell you the basic changes that happen during puberty. 2.I can tell you how my emotions will change during puberty. 3.I can explain that all people will experience puberty differently. 4.I can tell you some strategies to positively manage puberty. 5.I can tell you all the positive things about growing up.	**Sunny Side Up** 1. I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently. 2. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol. 3. I can tell you why consent and permission seeking are important in a relationship. 4. I can express my needs calmly and assertively. 5. I can tell you how to be safe around water.
Oliver's Vegetables 1.I can give some examples of healthy foods that are good for my body. 2.I can tell you how I include healthy foods in my diet. 3.I can tell you where vegetables and fruits come from and how to help them grow. 4.I can tell you why I need to drink water at regular intervals in the day. 5.I can tell you why exercise is important and some types of exercise I enjoy.	**Mama Car** 1.I can tell you about different types of families. 2.I can tell you why all families deserve respect. 3.I can tell you about the people important to me in my family. 4.I can tell you how families can change and some of the emotions related to this. 5.I can tell you how families support each other.	**The Girl at the Front of the Class** 1. I can tell you what a refugee is. 2. I can tell you what human rights are. 3. I can tell you how I understand the needs of others. 4. I can tell you how I support others. 5. I can tell you some strategies for deciding if someone is trustworthy.	**Speak Out, Leonard** 1.I can tell you the characteristics of a good friend. 2.I can tell you some ways I can manage friendship problems. 3.I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. 4.I can tell you how bystanders can help prevent bullying. 5.I can tell you some ways that I can improve my friendships.	**The Tunnel** 1.I can tell you what a dare is and how dares make people feel. 2.I can use a 5 point scale to tell you how risky something is. 3.I can tell you what peer pressure is and how to resist anything that is dangerous, uncomfortable or feels wrong. 4. I can tell you what I should do in an emergency situation, including the importance of reporting incidents rather than filming them. 5. I can tell you the concepts of basic first aid, for example dealing with common injuries and ailments	**Ritu Weds Chandni** 1.I can tell you why people choose to get married or join a civil partnership and some of the factors that go into that decision. 2.I can tell you about the laws related to marriage and civil partnership and how these may differ in other countries. 3.I can tell you about the different values and customs related to marriage and civil partnership in different countries and I can tell you how I show respect for different types of marriage. 4.I can tell you about traditions that are important to my family. 5.I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.	**Making a Baby** 1.I can describe how a baby is made using accurate language. 2.I can explain that reproduction requires maturity and why there is a legal age to have sex. 3.I can tell you what happens between conception and birth. 4.I can tell you about the needs of newborn babies and what it is like to be a parent. 5.I can tell you what makes me, me!

The New Small Person	The Friendship Bench	Grandad's Camper	Ossiri and the Bala Mengro	Mama Miti	Mum and Dad Glue	Finding My Voice
1.I can tell you how a new baby can affect a family. 2.I can tell you how babies need to be cared for. 3.I can tell you how to take turns and share equipment. 4.I can tell you how I would make others feel welcome. 5.I can tell you who I would talk to if I feel unsafe or worried.	1.I can tell you how people choose and make friends. 2.I can tell you what makes a good friend. 3.I can tell you how my friends make me happy and how I make my friends happy. 4.I can tell you how I make others feel welcome and included. 5.I know what to do if a friend is making me unhappy.	1.I can tell you some of the feelings associated with times of change and loss. 2.I can tell you some strategies I have for dealing with times of change and loss. 3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss. 4.I can tell you about some of the different relationships I have with people in my family and why they are important. 5.I can tell you how helping others helps make me happy.	1.I can tell you the benefits of community participation on my mental wellbeing. 2.I can tell you how music can benefit my mental wellbeing. 3.I can tell you why it is important to not give up when something is hard. 4.I can use a 5 point scale to tell you how hard I am finding my work and I can tell you some strategies that help me when my work is hard. 5.I can give constructive support and feedback to others.	1. I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. 2.I can tell you how serving others can help my wellbeing. 3.I can tell you what a role model is and who my role models are. 4.I can tell you about something I am passionate about. 5.I can tell you how to show respect for different languages and the benefits of speaking different languages.	1.I can tell you some of the reasons why married or unmarried couple may choose to separate. 2.I am aware of some of the feelings associated with separation and other family changes. 3.I can tell you some strategies for dealing with feelings related to separation. 4.I can tell you what an affirmation is and can write one for myself. 5.I can explain how I could help a friend who is experiencing a difficult situation.	1.I can tell you how I feel about the transition to secondary school. 2.I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3.I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4.I can tell you my goals for my time at secondary school. 5.I can tell you my goals for beyond secondary school, including my career and other plans.

Key Themes and Progression

Being a Good Friend

In the theme **'Being a Good Friend',** children learn the importance of respecting themselves and those around them. This includes how to deal with conflict, loneliness, emotions related to relationships so that they can effectively deal with conflict and foster healthy, happy friendships as they grow up.

Progression
In Reception, children begin to explore what makes themselves and others happy; thinking about how their actions affect others. They learn about family relationships and what different families might look like.

This progresses in Key Stage One, where children dig into concepts such as bullying, tolerance and loneliness. KS1 children take a more detailed look at the impact of characters' actions, needs and emotions on other people.

By Key Stage Two, topics such as peer pressure, respect and a further look at bullying give children the opportunity to discuss how and why this might happen. Family relationships are explored more deeply here, particularly how people's needs can be different and how that can be complicated.

Children learn about what to do if they are concerned about a friend or how a friend is making them feel throughout the theme.

'Being a Good Friend' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Caring Friendships Respectful Kind Relationships	Managing Hurtful Behaviour and Bullying Respecting Self and Others

Skills from the 'Being a Good Friend' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Jar of Happiness • The New Small Person • Barbara Throws a Wobbler • Luna Loves Library Day • Here We Are	• The Friendship Bench • Angry Arthur • Morris the Mankiest Monster • Peace at Last • Look Up	• The Girl at the Front of the Class • Ravi's Roar • The Girl Who Never Made Mistakes	• Speak Out, Leonard Ossiri and the Bala Mengro • Ruby's Worry	• This Moose Belongs to Me • The Tunnel • Mama Miti	• The Colour Thief • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin • Mum and Dad Glue	• Marcus Rashford • Mary Earps • Sunny Side Up

Celebrating Families

In the theme **'Celebrating Families'**, children read about all different kinds of families. The theme looks at love and tolerance, celebrating what makes families so special and what to do if they are worried about their family. This theme has some cross over with 'Being a Good Friend'

Progression
Children start this theme by learning about the fun things they do with their families. In Reception there is also a gentle nod to different types of families and an opportunity to discuss what having a new baby sibling is like.

As children move into Key Stage One, they begin to look at changes within families as well as how families show love to each other. Children think about grief in an age-appropriate way.

In Key Stage Two, children are invited to think in more depth about heritage, bullying and varied family situations. Year 5 gives children the chance to talk about the concept of marriage, with the opportunity to discuss different opinions about marriage around the world. And by Year 6, children can talk confident about consent and pressure within a family dynamic.

Children learn about what to do if they are concerned about a family member of how a family member is making them feel throughout the theme.

'Celebrating Families' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Families and People Who Care for Me	Safe Relationships

Skills from the 'Celebrating Families' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Luna Loves Library Day • The New Small Person	• Mama Car	• Grandad's Camper	• On a Magical Do Nothing Day • Ossiri and the Bala Mengro • Ruby's Worry	• The Proudest Blue	• The Colour Thief • Ritu Weds Chandni • Mum and Dad Glue	• Sunny Side Up

Looking After My Body and Mind

The theme **'Looking After My Body and Mind'** is the biggest part of The Story Project curriculum. This is because the theme looks at self-care, emotions and wellbeing. The theme incorporates both physical and mental health, ensuring children learn a range of skills to help them develop as happy and healthy human beings. This theme can be found in the Settle and Training activities of every lesson in our curriculum, as well as in a variety of units.

Progression
In Reception children begin by looking at what makes them happy and unhappy, thinking about key strategies to help with this. Reception also learn about foods and healthy lifestyles; forming a strong foundation of how to look after our bodies.

In Key Stage One, these ideas are developed with stories that explore what happens when children don't look after themselves. The books look at how children deal with negative emotions and what to do during difficult times, such as loss and change.

By the end of Key Stage Two, children learn about the effect of harmful substances on the body and more complex mental health issues such as depression. Coping with change is further developed in KS2, as well as a deeper look at active lifestyles.

What to do if children need support with their mental or physical health is covered throughout this theme.

'Looking After My Body and Mind' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
General Welbeing Physical Health and Fitness Healthy Eating	Healthy Eating Healthy Lifestyles Mental Health

Skills from the 'Looking After My Body and Mind' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• The Jar of Happiness • Barbara Throws a Wobbler • Oliver's Vegetables • Here We Are	• Peace at Last • Angry Arthur • The Friendship Bench • Morris the Mankiest Monster • Mama Car	• Ravi's Roar • Grandad's Camper • The Girl at the Front of the Class	• On A Magical Do Nothing Day • Ruby's Worry • No Money Day • Speak Out, Leonard • Ossiri and the Bala Mengro • Faruq and the Wiri Wiri	• The Grand Hotel of Feelings • The Proudest Blue	• The Colour Thief • The Boy Who Grew Flowers • Ada's Violin • Mum and Dad Glue	• Mary Earps • Marcus Rashford • Sunny Side Up

Keeping Safe

In the theme **'Keeping Safe',** children learn about how to look after themselves in a variety of situations. The topics covered ensure children know what to do and who to speak to if they are worried or feel unsafe.

Progression
Children begin this theme by learning about feelings and actions. Caring for others, how to get help and introductory conversations about calling 999 also start here.

As children move into Key Stage One, they begin to look more closely at privacy and consent. They also look at ways to keep their bodies safe, what to do if they are worried and how to decide if somebody is trustworthy. Road, fire and some elements of online safety are covered in this key stage.

By the end of Key Stage Two, children can talk about how their mental health also impacts their safety and how to stay safe in a variety of contexts such as railways and water with further conversations about emergencies. Children delve deeper into topics around peer pressure, dares and consent, as well as looking at drugs, alcohol and vaping in an age-appropriate way.

'Keeping Safe' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Being Safe Drugs, Alcohol, Tobacco and Vaping Health Protection and Prevention Personal Safety Basic First Aid	Drugs, Alcohol, Tobacco and Vaping Keeping Safe

Skills from the 'Keeping Safe' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Barbara Throws a Wobbler • The New Small Person • Here We Are	• Peace at Last • Morris the Mankiest Monster • Look Up!	• Aliens Love Underpants • Grandad's Camper • Chicken Clicking • Girl at the Front of the Class	• On A Magical Do Nothing Day • Ruby's Worry • Faruq and the Wiri Wiri	• Penguin Pig • This Moose Belongs to Me • The Tunnel • Mama Miti	• The Colour Thief • Mum and Dad Glue • Pizza Face	• Sunny Side Up

Becoming a Global Citizen

In the theme **'Becoming a Global Citizen',** children learn how to navigate the modern world. This includes understanding the impact of our lives online, the economic world and our responsibilities as humans.

Progression
To start the theme, Reception children start to think about their surroundings, both in their classrooms and more widely. They also learn about respect for different people.

Key Stage One learn the basics of online safety and start to look more closely at people different from themselves. In Year 2, children learn about human rights and their self-identity. Children are also given the opportunity to think about value and money.

As children move into Key Stage Two, they delve deeper in to recognising some of the dangers of the internet. Children are encouraged to consider the ways we can act for good and how this supports our own wellbeing too. They also look at stereotypes and discrimination, with a focus on how these might impact career choices and life.

'Becoming a Global Citizen' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Respectful, Kind Relationships General Wellbeing Online Safety and Awareness Wellbeing Online	Respecting Self and Others Economic Wellbeing Communities Shared Responsibilities

Skills from the 'Becoming a Global Citizen' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Here We Are	• Angry Arthur • Look Up!	• Ravi's Roar • The Girl Who Never Made Mistakes • Chicken Clicking • Girl at the Front of the Class	• Mama Car • Ossiri and the Bala Mengro • No Money Day • Faruq and the Wiri Wiri • On a Magical Do Nothing Day	• Penguin Pig • This Moose Belongs to Me • The Proudest Blue • Mama Miti • The Tunnel	• The Colour Thief • Mum and Dad Glue • Pizza Face • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin	• Mary Earps • Marcus Rashford • Aaron Slater Illustrator • Finding My Voice

Growing Up

In the theme **'Growing Up'**, children learn about how their bodies and emotions change over time, as well as how they can develop resilience and aspirations for their futures.

Progression
In Reception, children learn about the main parts of the body. They also discuss the arrival of a new baby and how they might help to care for a baby. This begins a thread of conversations about the human lifecycle, including death, which spans the whole curriculum. Furthering this learning, Key Stage One and Two children learn about bodies, puberty, emotions and then reproduction in Year 6. All the learning in this area is done in an age-appropriate way.

Concepts such as resilience are covered in many places across The Story Project curriculum, but the idea is given a specific focus in this theme. This helps children to recognise their own strengths and weaknesses, celebrating themselves, what they are good at and giving opportunity to discuss career options by the end of Key Stage Two. Transition to high school finishes the theme, paving the way for children to think about their next step.

'Growing Up' covers skills from the statutory and non-statutory guidance:

Statutory RSHE	Non-Statutory PSHE
Developing Bodies	Resilience Ourselves Growing and Changing

Skills from the 'Growing Up' theme are found in these units:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• The New Small Person • Here We Are	• Mama Car	• The Girl Who Never Made Mistakes • Grandad's Camper • Aliens Love Underpants	• Ossiri and the Bala Mengro	• The Grand Hotel of Feelings • The Proudest Blue	• Pizza Face • Ada's Violin	• Making a Baby • Aaron Slater, Illustrator • Finding My Voice

How the RSHE guidance is covered in our curriculum

TSP Key Theme	Topic	Statutory (S) and non-statutory (N) skills/knowledge pupils should know…	Where pupils learn this skill
Being a Good Friend	**Caring Friendships (S)**	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y1 - The Friendship Bench
		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Rec - New Small Person, Y1 - Friendship Bench, Y2 – The Girl at the Front of the Class, Y3 – Ossiri and the Bala Mengro, Mama Car
		That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Y1 – Friendship Bench Y2 – The Girl at the Front of the Class Y3 – Ruby's Worry

		The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Rec - Jar of Happiness, Barbara Thows a Wobbler Y1 – The Friendship Bench, Y2 – The Girl at the Front of the Class Y3 – Ossiri and the Bala Mengro, Speak Out Leonard
		That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	Y2 – The Girl at the Front of the Class, Y4 - This Moose Belongs to Me
		How to manage conflict, and that resorting to violence is never right.	Y1 – Angry Arthur Y2 – Ravi's Roar Y3 – Speak Out Leonard Y4 – This Moose Belongs to Me Y6 – Marcus Rashford
		How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Y1 - The Friendship Bench, Y2 – The Girl at the Front of the Class, Y4 – The Tunnel,
	Respectful, Kind Relationships (S)	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Y2 – The Girl at the Front of the Class Y5 – Mum and Dad Glue
		The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Y1 – Peace at Last Y4 – This Moose Belongs to Me Y6 – Sunny Side Up
		How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Y3 – Magical Do Nothing Day Y4 – This Moose Belongs to Me
		Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Y4 – This Moose Belongs to Me Y6 – Sunny Side Up
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Rec - Here We Are, Y2 – Ravi's Roar, The Girl at the Front of the Class Y3 – On a Magical Do Nothing Day, Y4 – The Proudest Blue, Mama Miti Y5 - Boy Who Grew Flowers, Ritu Weds Chandni, The Colour Thief Y6 – Marcus Rashford Y6 – Mary Earps
		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Y1 - Peace at Last. Y2 – The Girl at the Front of the Class Y3 - Speak Out Leonard Y4 - Mama Miti,
		The conventions of courtesy and manners.	Rec - Luna Loves Library Day, Here We Are, Y1 - Angry Arthur, Morris the Mankiest Monster Y4 – This Moose Belongs to Me, Mama Miti,
		The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Y1 - Look Up, Y2 – The Girl Who Never Made Mistakes, Y5 - Boy Who Grew Flowers, Ada's Violin, Y6 – Marcus Rashford Y6 – Finding My Voice Y6 – Mary Earps
		About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Y3 - Speak Out Leonard Y4 - Proudest Blue, Y5 - Boy Who Grew Flowers, Y6 – Marcus Rashford
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Y6 – Marys Earps
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Y3 – Ruby's Worry Y2 – The Girl at the Front of the Class
	Managing Hurtful Behaviour and Bullying (N)	About discrimination: what it means and how to challenge it	Y6 – Marcus Rashford Y6 – Mary Earps
Celebrating Families	**Families and People Who Care for Me (S)**	That families are important for children growing up safe and happy because they can provide love, security and stability.	Rec – Luna Loves Library Day
		The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Rec – Luna Loves Library Day, Y1 – Mama Car Y2 - Grandad's Camper, Y3 – Ossiri and the Bala Mengro Y5 – The Colour Thief
		That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Rec – Luna Loves Library Day, Y1 – Mama Car Y2 - Grandad's Camper, Y3 – Ossiri and the Bala Mengro, Y5 – Mum and Dad Glue Y6 – Making a Baby
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Rec – Luna Loves Library Day, The New Small Person,

			Y3- Ossiri and the Bala Mengro Y4 – The Proudest Blue Y6 – Making a Baby
		That marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y5 - Ritu Weds Chandni
		How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y3 - Ruby's Worry, Y6 – Sunny Side Up
	Safe Relationships (N)	Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Y6 – Sunny Side Up
Looking After Our Body and Mind	**General Wellbeing (S)**	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	All **S**ettle Activities Rec - Jar of Happiness, Y1 - Friendship Bench, Angry Arthur, Peace at Last, Y2 - Grandad's Camper, Y3 - Magical Do Nothing Day, Ruby's Worry, Ossiri and the Bala Mengro Y4 - Grand Hotel of Feelings, Mama Miti Y5 – Ada's Violin Y6 - Finding my Voice, Marcus Rashford, Mary Earps
		The importance of promoting general wellbeing and physical health.	Y2 - Ravi's Roar, Y5 - Colour Thief,
		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	All **T**raining Activities Rec - Jar of Happiness, Barbara Throws a Wobbler, Y1 - Peace at Last, Y2 - Ravi's Roar, Grandad's Camper, Y3 - Magical Do Nothing Day, Ruby's Worry, No Money Day, Y4 - Grand Hotel of Feelings, Y5 - Mum and Dad Glue, Y6 - Finding My Voice
		How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	All **T**raining Activities Y2 - Ravi's Roar, Y3 - No Money Day, Y4 - Grand Hotel of Feelings, Y5 - Mum and Dad Glue, Y6 - Finding My Voice
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y1 - Angry Arthur, Y2 - Ravi's Roar, Y4 - Grand Hotel of Feelings
		That isolation and loneliness can affect children, and the benefits of seeking support.	Y2 – The Girl at the Front of the Class Y3 – Ruby's Worry,
		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Y3 - Speak Out Leonard Y4 - Proudest Blue, Y5 - Boy Who Grew Flowers
		That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Y2 – Grandad's Camper
		Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Rec - Jar of Happiness, Y1 - Angry Arthur, Y2 - Ravi's Roar, Y5 - Mum and Dad Glue, Colour thief,
		That it is common to experience mental health problems, and early support can help.	Y5 - Colour Thief
	Physical Health and Fitness (S)	The characteristics and mental and physical benefits of an active lifestyle.	Rec - Oliver's Vegetables, Here We Are, Y1 – Morris the Mankiest Monster Y6 – Mary Earps
		The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	Rec - Oliver's Vegetables Y6 – Mary Earps
		The risks associated with an inactive lifestyle, including obesity.	Y1- Morris the Mankiest Monster
		How and when to seek support including which adults to speak to in school if they are worried about their health.	Y1-Morris the Mankiest Monster
	Healthy Eating (S)	What constitutes a healthy diet (including understanding calories and other nutritional content).	Rec - Oliver's Vegetables, Y1 – Morris the Mankiest Monster Y3 - Faruq and the Wiri Wiri, Y6 – Mary Earps
		Understanding the importance of a healthy relationship with food.	Y1 – Morris the Mankiest Monster Y3 – Faruq and the Wiri Wiri
		The principles of planning and preparing a range of healthy meals.	Rec - Oliver's Vegetables, Y3 - Faruq and the Wiri Wiri, Y6 – Mary Earps
		The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Y1 – Morris the Mankiest Monster Y6 - Sunny Side Up
	Mental Health (N)	Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.	Rec - Jar of Happiness, Y1 - Peace at Last, Y2 - Ravi's Roar
		About change and loss; to identify feelings associated with this and recognise what helps people to feel better	Y1 – Mama Car

	Healthy Eating (N)	Simple hygiene routines that can stop germs from spreading	Y1 - Morris the Mankiest Monster
	Healthy Lifestyles (N)	About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Y3 - On a Magical Do Nothing Day
		About what keeping healthy means, different ways to keep healthy	Y1 - Morris the Mankiest Monster
Keeping Safe	**Being Safe (S)**	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Rec - Barbara Throws a Wobbler, Here We Are Y1 - Peace at Last, Y4 – This Moose Belongs to Me, Penguin Pig,
		The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Y2 - Aliens Love Underpants
		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Y2 - Aliens Love Underpants
		How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Y2 – Alien's Love Underpants Y3 – Ruby's Worry Y3 – On a Magical Do Nothing Day, Y4 – This Moose Belongs to Me, Y4 - Penguin Pig,
		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Y2 - Aliens Love Underpants, Y2 – Grandad's Camper Y2 – Girl at The Front of the Class Y3 – Ruby's Worry Y5 Mum and Dad Glue, The Colour Thief
		How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Rec – The New Small Person Y2 – Grandad's Camper Y2 - Aliens Love Underpants, Y2 – Chicken Clicking Y3 – Ruby's Worry Y5 – The Colour Thief
		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Y2 - Aliens Love Underpants, Y4 – Penguin Pig Y5 – Mum and Dad Glue Y5 – The Colour Thief Y6 – Sunny Side Up
	Drugs, alcohol, tobacco and vaping (S/N)	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Y6 – Sunny Side Up
		About the organisations that can support people concerning alcohol and smoking/vaping	Y6 – Sunny Side Up
	Health Protection and Preventio n (S)	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Rec - Here We Are, Y3 - Ruby's Worry,
		About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Y4 - Mama Miti
		The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Y1 - Peace at Last, Y5 – Pizza Face Y6 – Mary Earps
		About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	Y1 – Morris the Mankiest Monster
		About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y1 – Morris the Mankiest Monster
		The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Y6 – Sunny Side Up
Becoming a Global Citizen	**Personal Safety (S)**	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Y3 – Faruq and the Wiri Wiri Y1 – The Tunnel
		How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Y1 – Look Up! Y3 – On a Magical Do Nothing Day Y4 – The Tunnel Y6 – Sunny Side Up
	Basic First Aid (S)	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Rec - The New Small Person, Y4 – The Tunnel,
		Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Y4 – The Tunnel
	Keeping Safe (N)	To recognise risk in simple everyday situations and what action to take to minimise harm	Y1 - Look Up! Y4 – The Tunnel
		Ways to keep safe in familiar and unfamiliar environments (e.g.beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	Y1 - Look Up! Y4 – The Tunnel
		About rules and age restrictions that keep us safe	Y6 – Making a Baby
		About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	Y1 – Morris the Mankiest Monster
		That household products (including medicines) can be harmful if not used correctly	Y1 – Morris the Mankiest Monster
	Online Safety and Awareness (S)	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Y4 - Penguin Pig Y4 – The Tunnel Y6 – Marcus Rashford
		How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Y2 – Chicken Clicking Y4 - Penguin Pig Y6 – Marcus Rashford
		That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Y2 - Chicken Clicking Y4 - Penguin Pig
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Y2 – Chicken Clicking Y4 – Penguin Pig Y6 – Marcus Rashford

		Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Y4 - Penguin Pig
		That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Y6 – Marcus Rashford
	Wellbeing Online (S)	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Y2 - Chicken Clicking
		Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Y2 Chicken Clicking Y3 On a Magical Do Nothing Day
		The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Y1 - Look Up Y3 – On a Magical Do Nothing Day
		How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Y4 - Penguin Pig Y6 – Marcus Rashford
		Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted	Y2 - Chicken Clicking Y4 Penguin Pig
		That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Y4 - Penguin Pig Y6 – Marcus Rashford
		How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Y2 - Chicken Clicking, Y4 - Penguin Pig
		How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Y4 - Penguin Pig
		That they have rights in relation to sharing personal data, privacy and consent.	Y4 - Penguin Pig Y6 – Marcus Rashford
		The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Y3 – It's a No Money Day
		Where and how to report concerns and get support with issues online.	Y4 - Penguin Pig
	Economic Wellbeing (N)	The value of things they own or buy	Y2 - Chicken Clicking
		What money is; forms that money comes in; that money comes from different sources	Y3 – No Money Day
		About the different ways to pay for things and the choices people have about this.	Y3 - No Money Day
		To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money	Y3 - No Money Day
		That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	Y3 - No Money Day
		To recognise that people make spending decisions based on priorities, needs and wants.	Y3 - No Money Day
		Different ways to keep track of money.	Y3 - No Money Day
		About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.	Y3 - No Money Day
		To identify the ways that money can impact on people's feelings and emotions	Y3 - No Money Day
		To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	Y3 - Faruq and the Wiri Wiri, Y6 - Aaron Slater Illustrator
		That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	Y6 - Aaron Slater Illustrator
		About stereotypes in the workplace and that a person's career aspirations should not be limited by them	Y3 - Faruq and the Wiri Wiri Y6 – Mary Earps
		About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	Y3 - Faruq and the Wiri Wiri Y6 - Mary Earps
		That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	Y6 – Mary Earps
		To identify the kind of job that they might like to do when they are older	Y6 - Finding My Voice
		Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Y5 - Ada's Violin
	Communities (N)	About the different groups that make up their community; what living in a community means	Y5 - Ada's Violin
		To recognise the ways they are the same as, and different to, other people	Y2 – The Girl at the Front of the Class
		To value the different contributions that people and groups make to the community	Y5 - Ada's Violin
	Shared Responsibilities (N)	To recognise there are human rights, that are there to protect everyone	Y2 – The Girl at the Front of the Class
		How people and other living things have different needs; about the responsibilities of caring for them	Y3 - On A Magical Do Nothing Day
		About the relationship between rights and responsibilities	Y2 – The Girl at the Front of the Class
		The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	Y2 – The Girl at the Front of the Class
		Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	Rec – Here We Are Y5 – Ada's Violin
Growing Up	**Developing Bodies (S)**	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Rec – The New Small Person Y4 – The Grand Hotel of Feelings Y5 – Pizza Face Y6 – Making a Baby
		The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Y2 – Aliens Love Underpants Y5 – Pizza Face Y6 – Making a Baby
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Y4 – The Grand Hotel of Feelings Y5 – Pizza Face Y6 – Making a Baby
	Resilience (N)	That mistakes are an important part of learning	Y2 - The Girl Who Never Made Mistakes,
		The importance of perseverance in times of difficulty and strategies to help me persevere	Y2 - The Girl Who Never Made Mistakes, Y3 – Ossiri and the Bala Mengro
		How to manage when finding things difficult	Y2 - The Girl Who Never Made Mistakes,

	Growing and Changing (N)	To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles	Rec - Here We Are Y2 - Aliens Love Underpants
		To recognise their individuality and personal qualities	Y5 – Ada's Violin Y6 - Making a Baby, Aaron Slater Illustrator
		about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	Y1 – Mama Car Y4 – The Proudest Blue
		To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	Y6 - Aaron Slater Illustrator
		About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Y6 - Aaron Slater Illustrator
		To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	Y6 - Making a Baby
		About the physical and emotional changes that happen when approaching and during puberty	Y4 – The Grand Hotel of Feelings
		About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	Y6 - Making a Baby
		About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	Y5 – Pizza Face
		How babies need to be cared for	Rec - The New Small Person
		Strategies to manage transitions between classes and key stages	Y6 - Finding My Voice

Protected Characteristics

We choose our books carefully, ensuring they give an authentic account of different experiences and backgrounds. We pride ourselves on using stories to promote equality and challenge discrimination.

In this table, we have given an overview of how we have given the curriculum a balanced view of the protected characteristics.

Protected Characteristic	Our Curriculum
Age	While most of our books could be included in this category, the titles below have been chosen because they celebrate different ages, multi-generational stories, the relationship between young and old and champion what each group has to offer. The following books feature main characters from different age groups: **Rec Jar of Happiness** **Rec The New Small Person** **Rec Oliver's Vegetables** **Year 1 Look Up** **Year 2 Grandad's Camper** **Year 3 Ossiri and The Bala Mengro** **Year 3 Faruq and the Wiri Wiri** **Year 4 Ritu Weds Chadni** **Year 4 The Colour Thief**
Disability	Covering different types of disability mean that children learn about a variety of experiences, helping to tackle discrimination. The following stories show positive representations of disabled characters, often written by authors who have lived experience. The stories have also been chosen because they often show what the character is like beyond their disability, to help children see the real person behind the 'label'. **Year 1 Mama Car** **Year 5 The Boy Who Grew Flowers** **Year 6 Aaron Slater Illustrator** **Year 6 Finding My Voice**
Sex	We have carefully chosen texts that represent the different sexes in a balanced way, supporting equality and ensuring that our stories do not perpetuate outdated stereotypes. For instance, we ensure our books feature boys showing kindness and girls showing anger, so that children are given a varied view of the sexes. In year 6 we take a more focused look at gender equality in sport. The following books contain main characters who challenge gender stereotypes: **Rec Barbara Throws a Wobbler** **Rec Luna Loves Library Day** **Year 1 The Friendship Bench** **Year 4 The Proudest Blue** **Year 5 Ada's Violin** **Year 5 The Boy Who Grew Flowers** **Year 5 Mama Miti** **Year 6 Aaron Slater Illustrator** **Year 6 Finding My Voice** **Year 6 Marcus Rashford/Mary Earps**
Race	Our hope is that children who take part in Story Project lessons can see themselves reflected in the pages of the books. With this in mind, we look to ensure our stories reflect a mix of backgrounds, races and colours of skin. The following books contain main characters from minority group backgrounds: **Rec Luna Loves Library Day** **Rec The New Small Person** **Year 1 Look Up** **Year 2 Ravi's Roar** **Year 2 The Girl at the Front of the Class** **Year 3 Ossiri and the Bala Mengro** **Year 3 Ruby's Worry** **Year 3 Faruq and the Wiri Wiri** **Year 4 The Proudest Blue** **Year 5 Ada's Violin** **Year 5 Mama Miti** **Year 6 Aaron Slater Illustrator** **Year 6 Marcus Rashford**
Religion and Belief	It is important that our stories reflect different belief systems so that children can develop empathy and critical thinking. Stories, such as 'Ritu Weds Chadni', speak of some of the discrimination that people can face when their beliefs differ from each other, and we have intentionally included this story to encourage open discussion. The following books show main characters who follow specific belief systems: **Year 4 The Proudest Blue** **Year 5 Ritu Weds Chadni**
Sexual Orientation	In our championing of all family types, we have included books that cover different sexual orientation. As with the other protected characteristics, it is important that our stories reflect the diverse world that we live in. The following stories feature characters from the LGBTQ+ community: **Year 2 Grandad's Camper** **Year 5 Ritu Weds Chadni** Note, the book Ritu Weds Chadni includes discussion of homophobia - please refer to the 'sensitive content' section in the Unit Overview for this book.
Marriage and Civil Partnership	Families come in all shapes and sizes, and our stories have been chosen to reflect this. Marriage, civil partnerships, separation and single parent families are all represented in the TSP curriculum through the following stories: **Rec Luna Loves Library Day** **Year 5 Ritu Weds Chadni**

	Year 1 My Big Fantastic Family **Year 2 Grandad's Camper** **Year 3 No Money Day** **Year 5 Mum and Dad Glue** **Year 6 Making a Baby**
Pregnancy and Maternity	An important part of PSHE education, we ensure our books feature babies and the statutory elements of the PSHE curriculum relating to sex education. The following stories feature elements of pregnancy or newborn babies: **Rec The New Small Person** **Year 6 Making a Baby**
Gender Reassignment	Gender Reassignment and Gender Identity is supported and championed by The Story Project. Our lessons promote equality for all and cover all the statutory elements of the PSHE curriculum. Currently, we do not have a book in our curriculum that expressly covers gender reassignment. However, we continue to cover themes linked with gender reassignment by challenging gender norms, celebrating freedom of expression, encouraging empathy and championing difference. We hope to include a book with a transgender character in the future, so that our curriculum is fully inclusive and representative of the nine protected characteristics.
Supplementary Characteristics and Resources in The Story Project	In addition to the nine statutory protected characteristics, there are several other characteristics that we incorporate into our book choices. These include: <u>Economic Background</u> **Year 3 No Money Day** **Year 4 Pizza Face** **Year 5 Ada's Violin** **Year 5 Mama Miti** **Year 6 Marcus Rashford/Mary Earps** <u>Refugee Status</u> **Year 2 The Girl at the Front of the Class** <u>Language</u> **Rec Here We Are** **Year 3 Faruq and the Wiri Wiri** **Year 5 Ada's Violin** **Year 5 Mama Miti** We are proud to create supplementary resources for schools to use as extra interventions, assemblies or class lessons. In these stories, we apply the same careful consideration as we do to our core curriculum. Books such as '**I Talk Like a River'**, chosen for its focus on a child with a stutter, **'Zlata's Diary'** which explores a child's experience of war, and '**The Dress in the Window**' which challenges gender stereotypes, further allows us to expand our diverse collection of stories. This mean that children see their own experiences reflected in books and can build empathy and understanding for those who are different to themselves. Through this we champion equality for all and help to tackle discrimination. Other supplementary resources you might like to explore in the membership area: 'Bodies Are Cool' – body image, self-esteem and body diversity 'Dogs Don't Do Ballet' - body image, self-esteem and body diversity 'How to Mend a Friend' – bereavement and times of change 'Say My Name' – language and name diversity

British Values and SMSC

		British Values					SMSC			
		Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect	Spiritual	Moral	Social	Cultural
Reception	**The Jar of Happiness**			✓			✓		✓	
Reception	**Barbara Throws a Wobbler**					✓		✓		
Reception	**Luna Loves Library Day**					✓	✓		✓	✓
Reception	**The New Small Person**							✓	✓	
Reception	**Oliver's Vegetables**						✓		✓	
Reception	**Here We Are**			✓	✓	✓		✓	✓	✓
Year 1	**The Friendship Bench**			✓		✓			✓	
Year 1	**Angry Arthur**		✓	✓				✓	✓	
Year 1	**Look Up**			✓			✓		✓	✓
Year 1	**Morris the Mankiest Monster**									
Year 1	**Peace at Last**			✓		✓			✓	
Year 1	**Mama Car**					✓				
Year 2	**Ravi's Roar**			✓		✓		✓	✓	
Year 2	**Grandad's Camper**			✓	✓	✓		✓		✓
Year 2	**Chicken Clicking**		✓						✓	
Year 2	**The Girl Who Never Made Mistakes**							✓	✓	
Year 2	**Aliens Love Underpants**		✓	✓					✓	
Year 2	**The Girl at the front of the class**			✓		✓			✓	
Year 3	**On a Magical Do Nothing Day**		✓			✓	✓			✓
Year 3	**Ossiri and The Bala Mengro**				✓	✓	✓			✓
Year 3	**Speak Out Leonard**					✓			✓	
Year 3	**Ruby's Worry**								✓	

Year 3	Faruq and the Wiri Wiri Tree									
Year 3	No Money Day									
Year 4	The Grand Hotel of Feelings									
Year 4	This Moose Belongs to Me									
Year 4	The Tunnel									
Year 4	Pizza Face									
Year 4	Penguin Pig									
Year 4	The Proudest Blue									
Year 5	The Boy Who Grew Flowers									
Year 5	Ritu Weds Chadni									
Year 5	Mum and Dad Glue									
Year 5	Ada's Violin									
Year 5	The Colour Thief									
Year 5	Mama Miti									
Year 6	Aaron Slater Illustrator									
Year 6	Marcus Rashford									
Year 6	Mary Earps									
Year 6	Sunny Side Up									
Year 6	Making a Baby									
Year 6	Finding My Voice									

For questions and more information contact us!

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