



## **Ashbourne Primary School PSHE and RSE Policy**

Policy written by: Michelle Croxall

Ratified by: LGC

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How often should this policy be reviewed: Annually

Date of review: Autumn Term 2027

Signature: \_\_\_\_\_Chair of Governors

Signature: \_\_\_\_\_Headteacher

# **Personal, Social, Health and Emotional Education (PSHE) (incorporating Relationships Education, Relationships and Sex Education (RSE) and Health Education) Policy Statement.**

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## **1. Aims**

Personal, Social, Health Education (PSHE) at Ashbourne Primary School equips pupils with the knowledge, skills and understanding needed to make informed decisions about their wellbeing, health and relationships, while developing resilience, confidence and self-worth.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

The statutory curriculum for Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught both explicitly and through a cross-curricular approach to cover a wide range of themes. Learning is delivered through a variety of approaches including scenarios, role play, text-based stories, practical activities and circle time. Meaningful and thought-provoking discussion is central to all lessons, and pupils are encouraged to continue these conversations beyond the classroom.

## **2. Statutory requirements**

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Health Education is also statutory in all schools. We at Ashbourne Primary School acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision

## **3. Policy Development**

This policy was written by Michelle Croxall (PSHE Lead) and developed in consultation with pupils, staff, governors and parents. Feedback gathered through pupil voice, staff discussion and governor review has informed the content and implementation of this policy.

## **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Ashbourne Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Michelle Croxall, works in conjunction with teaching staff in each year group and

the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## **5. What is being taught**

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage

### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a

caring attitude towards others.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE and RSE are taught by their class teacher once a week in their timetabled lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

## **7. How PSHE education is monitored, evaluated and assessed**

The delivery of PSHE and RSE is monitored by Michelle Croxall (PSHE and RSE subject leader) through; planning and book scrutinies, learning walks, and pupil voice interviews.

This policy will be reviewed by the PSHE and RSE Coordinator (Michelle Croxall), annually. At every review, the policy will be approved by the governing body.

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive,

honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information..

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class / year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

## **10. Roles and responsibilities**

### **The governing board**

The governing board will approve the PSHE & RSE policy and hold the headteacher to account for it's implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

### **PSHE Lead**

Monitors curriculum, supports staff and evaluates provision.

### **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All Class Teachers are responsible for teaching RSE  
Ashbourne Primary.

## Pupils

Pupils are expected to engage fully in PSHE and SRE, when discussing issues related to PSHE and SRE, treat others with respect and sensitivity.

## 11. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead  
Michelle Croxall

## 12. Policy Review and Development Plan

The policy will be reviewed every year, in consultation with parents, teachers and other school staff, governors and pupils.

## Appendix 1: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature                                                                 |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---------------------------------------------|--|
| Agreed actions from discussion with parents |  |
|                                             |  |

# Ashbourne Primary School's

## Personal, Social and Health Education (PSHE) (incorporating Relationships Education, Relationships and Sex Education (RSE) and Health Education)

### Scheme Of Work

#### Intent:

Personal, Social, Health Education (PSHE) at Ashbourne Primary School equips pupils with the knowledge, skills and understanding needed to make informed decisions about their wellbeing, health and relationships, while developing resilience, confidence and self-worth.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

The statutory curriculum for Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught both explicitly and through a cross-curricular approach to cover a wide range of themes. Learning is delivered through a variety of approaches including scenarios, role play, text-based stories, practical activities and circle time. Meaningful and thought-provoking discussion is central to all lessons, and pupils are encouraged to continue these conversations beyond the classroom.

Teachers work closely with Child and Family Wellbeing Leaders to provide targeted interventions alongside lessons tailored to the specific needs of each class. These specialists also offer valuable support for pupils, parents and families, ensuring a joined-up approach to wellbeing and personal development.

Our curriculum prepares pupils to understand and navigate the ever-changing, modern and diverse society they are part of. Pupils develop the confidence and skills to make thoughtful decisions, manage risk, face challenges and recognise when and how to seek help, both within education and in the wider world.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

### DfE Statutory Guidance Categories: Relationships Education (Primary)

#### By the end of primary school pupils should know:

#### Families and people who care for me (FPC)

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. 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 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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| <b>Caring friendships (CF)</b>               | <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Respectful , kind relationships (RKR)</b> | <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. 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. the importance of self-respect and how this links to their own happiness.</li> <li>4. 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.</li> <li>5. 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.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>8. 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.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol> |
| <b>Online Safety and Awareness (OSA)</b>     | <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                                          | <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>5. 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.</p> <p>6. 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Being safe<br/>(BS)</b>                                                                                                               | <p>1. 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.</p> <p>2. 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.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>6. 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.</p> <p>7. 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>DfE Statutory Guidance Categories: Health Education (Primary)</b><br/> <b>By the end of primary school pupils should know:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>General Wellbeing<br/>(GW)</b>                                                                                                        | <p>1. 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.</p> <p>2. The importance of promoting general wellbeing and physical health.</p> <p>3. 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.</p> <p>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>6. That isolation and loneliness can affect children, and the benefits of seeking support.</p> <p>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p> <p>8. 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.</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).</p> |

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|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | 10. That it is common to experience mental health problems, and early support can help.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Wellbeing Online (WO)</b>                     | <p>1. 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.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>7. 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</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p> |
| <b>Physical health and fitness (PHF)</b>         | <p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. 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.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Healthy eating (HE)</b>                       | <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content). #</p> <p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>4. 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).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Drugs, alcohol, tobacco and vaping (DATV)</b> | <p>1. 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Health protection</b>                         | <p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>and prevention (HPP)</b>   | <p>3. 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.</p> <p>4. 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.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6. 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.</p> |
| <b>Personal Safety (PS)</b>   | <p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Basic first aid (BFA)</b>  | <p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Developing Bodies (BD)</b> | <p>1. 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.</p> <p>2. 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.</p> <p>3. 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</p>                                            |

| EYFS - Nursery                                    |                                                                                                                                                                                                                 |                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                                                      |                                                                                                                    |                                                                                                                                                                            |
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| Term                                              | Autumn 1                                                                                                                                                                                                        | Autumn 2                                                                                                                              | Spring 1                                                                                                                                                                                       | Spring 2                                                                                                                                             | Summer 1                                                                                                           | Summer 2                                                                                                                                                                   |
|                                                   | Me and my Relationships                                                                                                                                                                                         | Valuing Difference                                                                                                                    | Keeping Myself Safe                                                                                                                                                                            | Rights and Responsibilities                                                                                                                          | Being my Best                                                                                                      | Growing and Changing                                                                                                                                                       |
| Key themes                                        | <p>Feelings</p> <p>Special people</p>                                                                                                                                                                           | <p>Recognising similarities and differences.</p> <p>Caring for others</p>                                                             | <p>Asking for help</p> <p>Staying safe at home.</p>                                                                                                                                            | <p>Taking care</p>                                                                                                                                   | <p>Making healthy choices</p> <p>Being persistent</p>                                                              | <p>Seasons</p> <p>Growing up</p>                                                                                                                                           |
| Overarching learning intentions across this unit: | <p>1. Recognise that we are unique;</p> <p>2. Describe different feelings and use this skill to manage relationships;</p> <p>3. Understand that some families are different from theirs, but these families</p> | <p>1. Recognise that there are differences and similarities between themselves</p> <p>2. Celebrate their friends and include them</p> | <p>1. Explain what they should do if they feel unsafe</p> <p>2. Recognise potential dangers and how to stay safe, inside and outside</p> <p>3. Learn the importance of keeping safe around</p> | <p>1. Learn about taking some responsibility for their own health</p> <p>2. Describe ways in which they can help others and why they would do so</p> | <p>1. Talk about healthy choices and activities</p> <p>2. Develop resilience and persistence in their learning</p> | <p>1. Talk about change in the environment</p> <p>2. Describe the changes in babies, young animals and plants as they grow</p> <p>3. Broaden their expectations beyond</p> |

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|                                                       | also love and care for one another                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3. Understand people have different cultures and religions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | medicines and unknown products                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3. Take care of their home, their learning environment and the natural environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3. Working cooperatively with others when faced with a challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | potential stereotypes of what girls and boys like, do or look like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Early Years Foundation Stage</b><br><b>Nursery</b> | <p><b>Marvellous me!</b></p> <ul style="list-style-type: none"> <li>● Share their likes and dislikes with their friends and adults in their classroom;</li> <li>● Name the different features of their face and parts of their body;</li> <li>● Use their senses to explore the world around them.</li> </ul> <p><b>I'm special</b></p> <ul style="list-style-type: none"> <li>● Speak positively about themselves;</li> <li>● Name different feelings and possible causes;</li> <li>● Name some key adults who can help them when feeling sad/worried/scared.</li> </ul> <p><b>People who are special to me</b></p> <ul style="list-style-type: none"> <li>● Talk about their families and special people;</li> <li>● Name those who care for them and keep them safe;</li> <li>● Describe the different types of homes.</li> </ul> | <p><b>Me and my friends</b></p> <ul style="list-style-type: none"> <li>● Talk about the similarities and differences amongst their peers;</li> <li>● Talk about the things they and their friends are good at;</li> <li>● Spot similarities and differences in nature.</li> </ul> <p><b>Friends and family</b></p> <ul style="list-style-type: none"> <li>● Understand that having differences between us is a good thing;</li> <li>● Notice and talk about differences in nature;</li> <li>● Recognise the differences within and amongst families.</li> </ul> <p><b>Including everyone</b></p> <ul style="list-style-type: none"> <li>● Explore and use different materials;</li> <li>● Show kindness by including their friends;</li> <li>● Talk about how to help those who are in need.</li> </ul> | <p><b>People who help me and keep me safe</b></p> <ul style="list-style-type: none"> <li>● Name key relatives/care givers at home and those who care for them in their education settings;</li> <li>● Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do;</li> <li>● Talk about what makes them feel safe.</li> </ul> <p><b>Safety indoors and outdoors</b></p> <ul style="list-style-type: none"> <li>● Name potential dangers, both inside and outside, and how to avoid getting hurt;</li> <li>● Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules;</li> <li>● Talk about how to keep their bodies safe.</li> </ul> <p><b>What's safe to go into my body</b></p> <ul style="list-style-type: none"> <li>● Know which products in the home are to be used only by adults;</li> <li>● Sort items according to their use and purpose;</li> </ul> | <p><b>Looking after myself</b></p> <ul style="list-style-type: none"> <li>● Talk about how healthy food and keeping clean can help our bodies;</li> <li>● Name some healthy foods;</li> <li>● Try new experiences.</li> </ul> <p><b>Looking after others</b></p> <ul style="list-style-type: none"> <li>● Name some activities that they can do to help out at home;</li> <li>● Talk about how they can look after other members of their family;</li> <li>● Talk about how they can look after their friends.</li> </ul> <p><b>Looking after my environment</b></p> <ul style="list-style-type: none"> <li>● Show care and respect for their home and learning environments;</li> <li>● Talk about what is special within the natural world;</li> <li>● Name some ways in which they can help their world.</li> </ul> | <p><b>What does my body need?</b></p> <ul style="list-style-type: none"> <li>● Name what their bodies need for energy (food, water, exercise, sleep);</li> <li>● Describe how they feel when they don't have enough food, water, exercise or sleep;</li> <li>● Make healthy choices independently, in their home or education setting.</li> </ul> <p><b>I can keep trying</b></p> <ul style="list-style-type: none"> <li>● Explain how people might feel if they find something hard;</li> <li>● Suggest ways to encourage others to keep going;</li> <li>● Have a go at challenging themselves.</li> </ul> <p><b>I can do it!</b></p> <ul style="list-style-type: none"> <li>● Develop skills in planning, reviewing applying a trial and error approach;</li> <li>● Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;</li> <li>● Communicate with others by sharing with and</li> </ul> | <p><b>Growing and changing in nature</b></p> <ul style="list-style-type: none"> <li>● Describe seasonal changes;</li> <li>● Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot;</li> <li>● Describe the life cycle of an animal.</li> </ul> <p><b>When I was a baby#</b></p> <ul style="list-style-type: none"> <li>● Talk about how babies change as they grow;</li> <li>● Explain what babies need and how this changes as they grow;</li> <li>● Share their own experiences and listen to those of the others.</li> <li>● Name private parts of the body</li> </ul> <p><b>Girls, boys and families</b></p> <ul style="list-style-type: none"> <li>● Talk about the similarities and differences between the males and females;</li> <li>● Begin to play inclusively with their friends, regardless of their sex (if not already doing so);</li> </ul> |



| Term                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                   | Me and my Relationships                                                                                                                                                                                                                                                                                                                                                                               | Valuing Difference                                                                                                                                                                                                                                                                                                                                                                                                                              | Keeping Myself Safe                                                                                                                                                                                                                                                                                                                                                                        | Rights and Responsibilities                                                                                                                                                                                                                                                                                                                                                                      | Being my Best                                                                                                                                                                                                                                                                                                                                                                         | Growing and Changing                                                                                                                                                                                                                                                                                                                                                                                 |
| Key themes                                        | Feelings<br>Getting help                                                                                                                                                                                                                                                                                                                                                                              | Recognising and respecting difference.<br>Being kind and caring                                                                                                                                                                                                                                                                                                                                                                                 | Asking for help<br>Keeping healthy<br>Staying safe around medicines                                                                                                                                                                                                                                                                                                                        | Taking care<br>Making choices                                                                                                                                                                                                                                                                                                                                                                    | Making healthy choices<br>Being persistent                                                                                                                                                                                                                                                                                                                                            | Life cycles<br>Girls and boys                                                                                                                                                                                                                                                                                                                                                                        |
| Overarching learning intentions across this unit: | <ol style="list-style-type: none"> <li>1. Talk about similarities and differences.</li> <li>2. Name special people in their lives.</li> <li>3. Describe different feelings</li> <li>4. Identify who can help if they are sad, worried or scared.</li> <li>5. Identify ways to help others or themselves if they are sad or worried.</li> </ol>                                                        | <ol style="list-style-type: none"> <li>1. Be sensitive towards others and celebrate what makes each person unique.</li> <li>2. Recognise that we can have things in common with others.</li> <li>3. Use speaking and listening skills to learn about the lives of their peers.</li> <li>4. Know the importance of showing care and kindness towards others.</li> <li>5. Demonstrate skills in building friendships and cooperation.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Talk about how to keep their bodies healthy and safe.</li> <li>2. Name ways to stay safe around medicines.</li> <li>3. Know how to stay safe in their home, classroom and outside.</li> <li>4. Know age-appropriate ways to stay safe online.</li> <li>5. Name adults in their lives and those in their community who keep them safe.</li> </ol> | <ol style="list-style-type: none"> <li>1. Understand that they can make a difference.</li> <li>2. Identify how they can care for their home, school and special people.</li> <li>3. Talk about how they can make an impact on the natural world.</li> <li>4. Talk about similarities and differences between themselves.</li> <li>5. Demonstrate building relationships with friends.</li> </ol> | <ol style="list-style-type: none"> <li>1. Feel resilient and confident in their learning.</li> <li>2. Name and discuss different types of feelings and emotions.</li> <li>3. Learn and use strategies or skills in approaching challenges.</li> <li>4. Understand that they can make healthy choices.</li> <li>5. Name and recognise how healthy choices can keep us well.</li> </ol> | <ol style="list-style-type: none"> <li>1. Understand that there are changes in nature and humans.</li> <li>2. Name the different stages in childhood and growing up.</li> <li>3. Understand that babies are made by a man and a woman.</li> <li>4. Use the correct vocabulary when naming the different parts of the body.</li> <li>5. Know how to keep themselves safe.</li> </ol>                  |
| Early Years Foundation Stage<br><br>Reception     | <p><b>All about me</b></p> <ul style="list-style-type: none"> <li>●Talk about their own interests;</li> <li>●Talk about their families;</li> <li>●Talk about how they are the same or different to others.</li> </ul> <p><b>What makes me special</b></p> <ul style="list-style-type: none"> <li>●Share their favourite interests and objects;</li> <li>●Talk about themselves positively;</li> </ul> | <p><b>I'm special, you're special</b></p> <ul style="list-style-type: none"> <li>●Describe their own positive attributes;</li> <li>●Share their likes and dislikes;</li> <li>●Listen to and respect the ideas of others.</li> </ul> <p><b>Same and different</b></p> <ul style="list-style-type: none"> <li>●Recognise the similarities and differences amongst their peers;</li> <li>●Discuss why differences should be celebrated;</li> </ul> | <p><b>What's safe to go onto my body</b></p> <ul style="list-style-type: none"> <li>●Name things that keep their bodies safe;</li> <li>●Name things that keep their bodies clean and protected;</li> <li>●Think about how to recognise things that might not be safe.</li> </ul> <p><b>Keeping myself safe - what's safe to go into my body (including medicines)</b></p>                  | <p><b>Looking after my special people</b></p> <ul style="list-style-type: none"> <li>●Name the special people in their lives;</li> <li>●Understand that our special people can be different to those of others.</li> </ul> <p><b>Looking after my friends</b></p> <ul style="list-style-type: none"> <li>●Talk about why friends are important and how they help us;</li> </ul>                  | <p><b>Bouncing back when things go wrong</b></p> <ul style="list-style-type: none"> <li>●Share an experience where they haven't achieved their goal;</li> <li>●Develop their confidence and resilience towards having a growth mindset;</li> <li>●Name a strategy to overcome a hurdle.</li> </ul> <p><b>Yes, I can!</b></p>                                                          | <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>●Name the different seasons and describe their differences;</li> <li>●Explain the changes that occur as seasons change;</li> <li>●Talk about how they have grown in resilience.</li> </ul> <p><b>Life stages - plants, animals, humans</b></p> <ul style="list-style-type: none"> <li>●To understand that animals and humans</li> </ul> |

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| <ul style="list-style-type: none"> <li>●Listen to what others say and respond.</li> </ul> <p><b>Me and my special people</b></p> <ul style="list-style-type: none"> <li>●Talk about the important people in their lives;</li> <li>●Understand that we have different special people;</li> <li>●Name key people outside of families that care for them.</li> </ul> <p><b>Who can help me?</b></p> <ul style="list-style-type: none"> <li>●Talk about when they might feel unsafe or unhappy;</li> <li>●Name the people who will help them;</li> <li>●Notice when a friend is in need at school and help them.</li> </ul> <p><b>My feelings</b></p> <ul style="list-style-type: none"> <li>●Describe different emotions;</li> <li>●Explore how we feel at certain times or events;</li> <li>●Identify ways to change feelings and calm down.</li> </ul> <p><b>My feelings (2)</b></p> <ul style="list-style-type: none"> <li>●Identify events that can make a person feel sad;</li> <li>●Suggest ways in which they can help a friend who is sad;</li> </ul> | <ul style="list-style-type: none"> <li>●Retell a story.</li> </ul> <p><b>Same and different families</b></p> <ul style="list-style-type: none"> <li>●Talk about their family, customs and traditions;</li> <li>●Listen to others talk about their experiences;</li> <li>●Compare their own experiences with those of others.</li> </ul> <p><b>Same and different homes</b></p> <ul style="list-style-type: none"> <li>●Recognise the similarities and differences between their home and those of others;</li> <li>●Talk about what makes their home feel special and safe;</li> <li>●Be sensitive towards others.</li> </ul> <p><b>I am caring</b></p> <ul style="list-style-type: none"> <li>●Suggest ways in which we can be kind towards others;</li> <li>●Demonstrate skills in cooperation with others.</li> </ul> <p><b>I am a friend</b></p> <ul style="list-style-type: none"> <li>●Show friendly behaviour towards a peer;</li> <li>●Build relationships with others.</li> </ul> | <ul style="list-style-type: none"> <li>●Make safe decisions about items they don't recognise;</li> <li>●Talk about what our bodies need to stay well;</li> <li>●Name the safe ways to store medicine and who can give it to children (adults).</li> </ul> <p><b>Safe indoors and outdoors</b></p> <ul style="list-style-type: none"> <li>●Name some hazards and ways to stay safe inside;</li> <li>●Name some hazards and ways to stay safe outside;</li> <li>●Show how to care for the safety of others.</li> </ul> <p><b>Listening to my feelings (1)</b></p> <ul style="list-style-type: none"> <li>●Name the adults who they can ask for help from, and will keep them safe;</li> <li>●Recognise the feelings they have when they are unsafe;</li> <li>●Talk about keeping themselves safe, safe touches and consent.</li> </ul> <p><b>Keeping safe online</b></p> <ul style="list-style-type: none"> <li>●Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.);</li> </ul> | <ul style="list-style-type: none"> <li>●Identify ways to care for a friend in need;</li> <li>●Identify ways to help others in their community.</li> </ul> <p><b>Being helpful at home and caring for our classroom</b></p> <ul style="list-style-type: none"> <li>●Identify ways in which they help at home;</li> <li>●Recognise the importance of taking care of a shared environment;</li> <li>●Name ways in which they can look after their learning environment.</li> </ul> <p><b>Caring for our world</b></p> <ul style="list-style-type: none"> <li>●Think about what makes the world special and beautiful;</li> <li>●Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>●Talk about what can happen to living things if the world is not cared for.</li> </ul> <p><b>Looking after money (1): recognising, spending, using</b></p> <ul style="list-style-type: none"> <li>●Recognise coins and other items relating to money;</li> <li>●Identify the uses of money;</li> </ul> | <ul style="list-style-type: none"> <li>●Share an experience where they haven't achieved their goal.</li> <li>●Develop their confidence and resilience towards having a growth mindset.</li> <li>●Name a strategy to overcome a hurdle.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>●Name and choose healthy foods and drink;</li> <li>●Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>●Explain the jobs of different food groups.</li> </ul> <p><b>My healthy mind</b></p> <ul style="list-style-type: none"> <li>●Feel resilient and confident in their learning.</li> <li>●Name and discuss different types of feelings and emotions.</li> <li>●Learn and use strategies or skills in approaching challenges.</li> <li>●Understand that they can make healthy choices.</li> <li>●Name and recognise how healthy choices can keep us well.</li> </ul> <p><b>Move your body</b></p> <ul style="list-style-type: none"> <li>●Describe the changes in their body during exercise</li> </ul> | <p>change in appearance over time;</p> <ul style="list-style-type: none"> <li>●Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>●Make observations and ask questions about living things.</li> </ul> <p><b>Life Stages: Human life stage - who will I be?</b></p> <ul style="list-style-type: none"> <li>●Retell a story and respond to questions about it.</li> <li>●Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>●Talk about marriage and civil partnerships – what they are and why people might choose them.</li> <li>●Talk about their own experience of growing up.</li> </ul> <p><b>Where do babies come from?</b></p> <ul style="list-style-type: none"> <li>●Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>●Understand that every family is different.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>●Choose ways to help themselves when they feel sad.</li> </ul> |  | <ul style="list-style-type: none"> <li>●What to do and who to talk to if they feel unsafe online;</li> <li>●Think about the healthy amount of time to spend on devices.</li> </ul> <p><b>People who help to keep me safe</b></p> <ul style="list-style-type: none"> <li>●Name the people in their lives who help to keep them safe;</li> <li>●Name people in their community who help to keep them safe;</li> <li>●Talk about ways to keep themselves safe in their environment.</li> </ul> | <ul style="list-style-type: none"> <li>●Begin to understand that money can be kept safely in a bank as digital money.</li> <li>●Recognise that adults can use devices like phones to pay for things.</li> <li>●Think about the risks related to online gaming.</li> </ul> <p><b>Looking after money (2): saving money and keeping it safe</b></p> <ul style="list-style-type: none"> <li>●Talk about why it's important to keep money safe;</li> <li>●Identify ways to save money;</li> <li>●Talk about why we save money;</li> <li>●Begin to understand that money can be kept safely in a bank as digital money;</li> <li>●Recognise that adults can use devices like phones to pay for things.</li> </ul> | <p>and what is happening to their body;</p> <ul style="list-style-type: none"> <li>●Explain how exercise can help us stay well - physically and mentally;</li> <li>●Name some ways to keep their body fit and well.</li> </ul> <p><b>A good night's sleep</b></p> <ul style="list-style-type: none"> <li>●Understand why our body needs sleep;</li> <li>●Talk about their own bedtime routine;</li> <li>●Suggest ways to have a calm evening and bedtime routine.</li> </ul> | <ul style="list-style-type: none"> <li>●Talk about similarities and differences between themselves and others.</li> </ul> <p><b>Getting bigger</b></p> <ul style="list-style-type: none"> <li>●Talk about how they have changed as they have grown.</li> <li>●Explain the differences between babies, children, and adults.</li> <li>●Understand that we are all unique.</li> </ul> <p><b>Me and my body - girls and boys</b></p> <ul style="list-style-type: none"> <li>●Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>●Explain which parts of their body are kept private and safe and why.</li> <li>●Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul> |
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| Year One                                          |                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                   |                                                                                                                                                                                                                        |                                                                                                                                                                                                      |
| Term                                              | Autumn 1                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                          | Spring 1                                                                                                                                                                | Spring 2                                                                                                                                                          | Summer 1                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                             |
|                                                   | Me and my Relationships                                                                                                                                                                                          | Valuing Difference                                                                                                                                                                                                | Keeping Myself Safe                                                                                                                                                     | Rights and Responsibilities                                                                                                                                       | Being my Best                                                                                                                                                                                                          | Growing and Changing                                                                                                                                                                                 |
| Key themes                                        | Feelings<br>Getting help<br>Classroom rules                                                                                                                                                                      | Recognising, valuing and celebrating difference<br>Developing tolerance                                                                                                                                           | How our feelings can keep us safe<br>Keeping healthy<br>Medicine safety                                                                                                 | Looking after things                                                                                                                                              | Keeping healthy<br>Growth Mindset                                                                                                                                                                                      | Getting help<br>Becoming independent<br>Body parts                                                                                                                                                   |
| Overarching learning intentions across this unit: | 1. Describe different feelings and how they can make our bodies feel.<br>2. To know some strategies of dealing with 'not so good' feelings.<br>3. To understand how our actions can hurt the feelings of others. | 1. To know the key differences between teasing, being unkind and bullying.<br>2. To recognise that everyone is different and will have different thoughts and ideas.<br>3. To celebrate and begin to show empathy | 1. To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.<br>2. To recognise emotions and physical feelings associated with feeling unsafe. | 1. To identify ways of taking care of their health.<br>2. To identify how others take care of their environment.<br>3. To take care of something or someone else. | 1. To recognise how a healthy variety of food can make us feel great.<br>2. Recognise that learning a new skill requires practice and the opportunity to fail, safely<br>3.To identify strategies to resolve conflict. | 1. To think of what babies need to stay happy and healthy.<br>2. To identify the changes they have made since they were a baby.<br>3. To identify the difference between a surprise and a secret. To |

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|                                        | <p>4. To recognise the special qualities in family and friends.</p> <p>5. To know which special people keep us safe and how.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>for those who are different.</p> <p>4. To identify those who are special to them (and their special qualities).</p> <p>5. To identify ways in which we can show kindness towards others and how that makes them feel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>3. To learn the PANTS rule and which parts of my body are private.</p> <p>4. To understand that medicines can sometimes make people feel better when they're ill.</p> <p>5. To talk about safety and responsibility around medicines.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>4. To talk about the importance of looking after money.</p> <p>5. To learn what to do when someone is injured.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>4. To give and receive praise</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>identify who they can talk to about secrets.</p> <p>4. To identify some internal organs and systems and those body parts which are private.</p> <p>5. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>KS1</b></p> <p><b>Year 1</b></p> | <p><b>Why we have classroom rules</b></p> <ul style="list-style-type: none"> <li>●Understand that classroom rules help everyone to learn and be safe;</li> <li>●Explain their classroom rules and be able to contribute to making these.</li> </ul> <p><b>How are you listening?</b></p> <ul style="list-style-type: none"> <li>●Demonstrate attentive listening skills;</li> <li>●Suggest simple strategies for resolving conflict situations;</li> <li>●Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p><b>Thinking about feelings</b></p> <ul style="list-style-type: none"> <li>●Recognise how others might be feeling by reading body</li> </ul> | <p><b>Same or different?</b></p> <ul style="list-style-type: none"> <li>●Identify the differences and similarities between people;</li> <li>●Empathise with those who are different from them;</li> <li>●Begin to appreciate the positive aspects of these differences.</li> </ul> <p><b>Unkindness, teasing or bullying?</b></p> <ul style="list-style-type: none"> <li>●Explain the difference between unkindness, teasing and bullying;</li> <li>●Understand that bullying is usually quite rare.</li> <li>●Understand that bullying can happen online.</li> <li>●Understand that they should not share unkind photos of other people online.</li> </ul> <p><b>Harold's school rules</b></p> | <p><b>Super sleep</b></p> <ul style="list-style-type: none"> <li>●Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>●Identify simple bedtime routines that promote healthy sleep;</li> <li>●To explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> </ul> <p><b>Who can help? (1)</b></p> <ul style="list-style-type: none"> <li>●Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>●Identify people who can help them when they feel unsafe.</li> </ul> <p><b>Good or bad touches?</b></p> <ul style="list-style-type: none"> <li>●Understand and learn the PANTS rules;</li> <li>●Name and know which parts should be private;</li> </ul> | <p><b>Harold has a bad day</b></p> <ul style="list-style-type: none"> <li>●Recognise how a person's behaviour (including their own) can affect other people.</li> </ul> <p><b>Around and about the school</b></p> <ul style="list-style-type: none"> <li>●Identify what they like about the school environment;</li> <li>●Recognise who cares for and looks after the school environment.</li> </ul> <p><b>Taking care of something</b></p> <ul style="list-style-type: none"> <li>●Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>●Explain the importance of looking after things that belong to themselves or to others.</li> </ul> <p><b>Harold's money</b></p> | <p><b>I can eat a rainbow</b></p> <ul style="list-style-type: none"> <li>●Recognise the importance of fruit and vegetables in their daily diet;</li> <li>●Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul> <p><b>Eat well</b></p> <ul style="list-style-type: none"> <li>●Recognise that they may have different tastes in food to others;</li> <li>●Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>●Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul> <p><b>Harold's wash and brush up</b></p> | <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>●Understand that the body gets energy from food, water and air (oxygen);</li> <li>●Recognise that exercise and sleep are important parts of a healthy lifestyle;</li> <li>●To explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> </ul> <p><b>Then and now</b></p> <ul style="list-style-type: none"> <li>●Identify things they could do as a baby, a toddler and can do now;</li> <li>●Identify the people who help/helped them at those different stages.</li> </ul> <p><b>Taking care of a baby</b></p> <ul style="list-style-type: none"> <li>●Identify things they could do as a baby, a toddler and can do now;</li> </ul> |

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|  | <p>language/facial expressions;<br/>         ● Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</p> <p><b>Our feelings</b><br/>         ● Identify a range of feelings;<br/>         ● Identify how feelings might make us behave;<br/>         ● Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p><b>Feelings and bodies</b><br/>         ● Recognise that people's bodies and feelings can be hurt;<br/>         ● Suggest ways of dealing with different kinds of hurt.</p> <p><b>Good friends</b><br/>         ● Identify simple qualities of friendship;<br/>         ● Suggest simple strategies for making up.</p> | <p>● Explain some of their school rules and how those rules help to keep everybody safe.</p> <p><b>It's not fair!</b><br/>         ● Recognise and explain what is fair and unfair, kind and unkind;<br/>         ● Suggest ways they can show kindness to others.</p> <p><b>Who are our special people?</b><br/>         ● Identify some of the people who are special to them;<br/>         ● Recognise and name some of the qualities that make a person special to them.</p> <p><b>Our special people balloons</b><br/>         ● Recognise that they belong to various groups and communities such as their family;<br/>         ● Explain how these people help us and we can also help them to help us.</p> | <p>● Explain the difference between appropriate and inappropriate touch;<br/>         ● Understand that they have the right to say "no" to unwanted touch;<br/>         ● Start thinking about who they trust and who they can ask for help.</p> <p><b>Sharing pictures</b><br/>         ● Start thinking about how to stay safe online, including safety around sharing images;<br/>         ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</p> <p><b>What could Harold do?</b><br/>         ● Understand that medicines can sometimes make people feel better when they're ill;<br/>         ● Explain simple issues of safety about medicines and their use.</p> <p><b>Harold loses Geoffrey</b><br/>         ● Recognise the range of feelings that are associated with loss.</p> | <p>● Explain where people get money from;<br/>         ● List some of the things that money may be spent on in a family home;<br/>         ● Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.</p> <p><b>How should we look after our money?</b><br/>         ● Recognise that different notes and coins have different monetary value;<br/>         ● Explain the importance of keeping money safe;<br/>         ● Identify safe places to keep money;<br/>         ● Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</p> <p><b>Basic first aid</b><br/>         See link to external resources for further information.</p> | <p>● Recognise the importance of regular hygiene routines;<br/>         ● Sequence personal hygiene routines into a logical order.</p> <p><b>Catch it! Bin it! Kill it!</b><br/>         ● Understand how diseases can spread;<br/>         ● Recognise and use simple strategies for preventing the spread of diseases.</p> <p><b>Harold learns to ride his bike</b><br/>         ● Recognise that learning a new skill requires practice and the opportunity to fail, safely;<br/>         ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p><b>Pass on the praise!</b><br/>         ● Demonstrate attentive listening skills;<br/>         ● Suggest simple strategies for resolving conflict situations;<br/>         ● Give and receive positive feedback, and experience how this makes them feel.</p> | <p>● Identify the people who help/helped them at those different stages.</p> <p><b>Who can help? (2)</b><br/>         ● Explain the difference between teasing and bullying;<br/>         ● Understand that bullying can happen online;<br/>         ● Give examples of what they can do if they experience or witness bullying;<br/>         ● Say who they could get help from in a bullying situation.</p> <p><b>Surprises and secrets</b><br/>         ● Explain the difference between a secret and a nice surprise;<br/>         ● Identify situations as being secrets or surprises;<br/>         ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p><b>Keeping privates private</b><br/>         ● Identify parts of the body that are private;<br/>         ● Describe ways in which private parts can be kept private;</p> |
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|  |  |  |  |  | <p><b>Inside my wonderful body! (OPTIONAL)</b></p> <ul style="list-style-type: none"><li>●Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li><li>●Understand and explain the simple bodily processes associated with them.</li></ul> | <ul style="list-style-type: none"><li>●Identify people they can talk to about their private parts.</li></ul> |
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| Year Two                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Term                                                     | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                          | Me and my Relationships                                                                                                                                                                                                                                                                                                                                                                                  | Valuing Difference                                                                                                                                                                                                                                                                                                                                                   | Keeping Myself Safe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Rights and Responsibilities                                                                                                                                                                                                                                                                                      | Being my Best                                                                                                                                                                                                                                                                                               | Growing and Changing                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key themes</b>                                        | Feelings/self-regulation<br>Being a good friend<br>Bullying and teasing<br>Our school rules about bullying                                                                                                                                                                                                                                                                                               | Being kind and helping others<br>Listening Skills                                                                                                                                                                                                                                                                                                                    | Safe and unsafe secrets<br>Appropriate touch<br>Medicine safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cooperation and self-regulation                                                                                                                                                                                                                                                                                  | Looking after my body<br>Growth Mindset                                                                                                                                                                                                                                                                     | Being supportive<br>Dealing with loss<br>Life cycles                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Overarching learning intentions across this unit:</b> | 1. Recognise that people have different ways of expressing their feelings<br>2. To identify different ways to respond to the feelings of others.<br>3. To recognise the differences between bullying, unkind behaviour or teasing.<br>4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.<br>5. To recognise a healthy friendship and its qualities. | 1. To identify differences and similarities between others.<br>2. Recognise and explain how a person's behaviour can affect other people.<br>3. To learn and use different ways to show good listening.<br>4. Explain how it feels to be part of a group and left out of a group.<br>5. To recognise and talk about acts of kindness and how they can impact others. | 1. To explain simple issues of safety and responsibility about medicines and their use.<br>2. To identify situations in which they would feel safe or unsafe<br>3. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation<br>4. "To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. "<br>5. To identify inappropriate touch, how it can make someone feel and that people don't | 1. To identify strategies in cooperation.<br>2. To identify strategies in self-regulation.<br>3. To name ways to stay safe when using the internet.<br>4. To recognise that they have a responsibility to help care for their immediate and broader environment.<br>5. To learn about saving and spending money. | 1. Explain the stages of the learning line showing an understanding of the learning process<br>2. To understand the importance of good hand and dental hygiene.<br>3.To recognise what the body needs to have energy and stay well.<br>4.To identify parts of the body that process food and create energy. | 1. To give positive feedback to someone.<br>2. To recognise the range of feelings associated with loss and to discuss things people can do to feel better.<br>3.To identify the different stages of growth and what people are able to do at these different stages.<br>4.To identify the human private parts/genetalia and explain that they are used to make a baby.<br>5.To explain who can see someone's private part, what consent means and how to protect privacy. |

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| KS1<br><br>Year 2 | <p><b>Our ideal classroom (1)</b></p> <ul style="list-style-type: none"> <li>●Suggest actions that will contribute positively to the life of the classroom;</li> <li>●Make and undertake pledges based on those actions.</li> </ul> <p><b>Our ideal classroom (2) (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●The conventions of courtesy and manners.</li> </ul> <p><b>How are you feeling today?</b></p> <ul style="list-style-type: none"> <li>●Use a range of words to describe feelings;</li> <li>●Recognise that people have different ways of expressing their feelings;</li> <li>●Identify helpful ways of responding to other's feelings.</li> </ul> <p><b>Let's all be happy</b></p> <ul style="list-style-type: none"> <li>●Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>●Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> <p><b>Being a good friend</b></p> | <p><b>What makes us who we are?</b></p> <ul style="list-style-type: none"> <li>●Identify some of the physical and non-physical differences and similarities between people;</li> <li>●Know and use words and phrases that show respect for other people.</li> </ul> <p><b>My special people</b></p> <ul style="list-style-type: none"> <li>●Identify people who are special to them;</li> <li>●Explain some of the ways those people are special to them.</li> </ul> <p><b>How do we make others feel?</b></p> <ul style="list-style-type: none"> <li>●Recognise and explain how a person's behaviour can affect other people.</li> </ul> <p><b>When someone is feeling left out</b></p> <ul style="list-style-type: none"> <li>●Explain how it feels to be part of a group;</li> <li>●Explain how it feels to be left out from a group;</li> <li>●Identify groups they are part of;</li> <li>●Suggest and use strategies for helping someone who is feeling left out.</li> </ul> | <p><b>Harold's picnic</b></p> <ul style="list-style-type: none"> <li>●Understand that medicines can sometimes make people feel better when they're ill;</li> <li>●Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>●Explain simple issues of safety about medicines and their use.</li> </ul> <p><b>How safe would you feel?</b></p> <ul style="list-style-type: none"> <li>●Identify situations in which they would feel safe or unsafe;</li> <li>●Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul> <p><b>What should Harold say?</b></p> <ul style="list-style-type: none"> <li>●Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul> <p><b>I don't like that!</b></p> | <p><b>Getting on with others</b></p> <ul style="list-style-type: none"> <li>●Describe and record strategies for getting on with others in the classroom.</li> </ul> <p><b>When I feel like erupting</b></p> <ul style="list-style-type: none"> <li>●Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul> <p><b>Feeling safe</b></p> <ul style="list-style-type: none"> <li>●Identify special people in the school and community who can keep them safe;</li> <li>●Know how to ask for help.</li> </ul> <p><b>Playing games</b></p> <ul style="list-style-type: none"> <li>●Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>●Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul> <p><b>Harold saves for something special</b></p> | <p><b>You can do it!</b></p> <ul style="list-style-type: none"> <li>●Explain the stages of the learning line showing an understanding of the learning process;</li> <li>●Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>●Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul> <p><b>My day</b></p> <ul style="list-style-type: none"> <li>●Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>●Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>●Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul> | <p><b>A helping hand</b></p> <ul style="list-style-type: none"> <li>●Demonstrate simple ways of giving positive feedback to others.</li> </ul> <p><b>Sam moves house</b></p> <ul style="list-style-type: none"> <li>●Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul> <p><b>Haven't you grown?</b></p> <ul style="list-style-type: none"> <li>●Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>●Understand and describe some of the things that people are capable of at these different stages.</li> </ul> <p><b>My body, your body</b></p> <ul style="list-style-type: none"> <li>●Identify which parts of our body are private;</li> <li>●Explain that our genitals help us make babies when we are older;</li> <li>●Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul> |

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| <p>●Recognise that friendship is a special kind of relationship;<br/>●Identify some of the ways that good friends care for each other.</p> <p><b>Types of bullying</b><br/>●Explain the difference between bullying and isolated unkind behaviour;<br/>●Recognise that there are different types of bullying and unkind behaviour;<br/>●Understand that bullying and unkind behaviour are both unacceptable ways of behaving;<br/>●Understand that bullying can happen online, as well as in person, and to know what to do if this happens;<br/>●Understand that they should not share images of themselves or others without permission.</p> <p><b>Don't do that!</b><br/>●Understand and describe strategies for dealing with bullying;<br/>●Rehearse and demonstrate some of these strategies.</p> | <p>●Recognise that friendship is a special kind of relationship;<br/>●Identify some of the ways that good friends care for each other.</p> <p><b>Types of bullying</b><br/>●Explain the difference between bullying and isolated unkind behaviour;<br/>●Recognise that there are different types of bullying and unkind behaviour;<br/>●Understand that bullying and unkind behaviour are both unacceptable ways of behaving;<br/>●Understand that bullying can happen online, as well as in person, and to know what to do if this happens;<br/>●Understand that they should not share images of themselves or others without permission.</p> <p><b>Don't do that!</b><br/>●Understand and describe strategies for dealing with bullying;<br/>●Rehearse and demonstrate some of these strategies.</p> | <p><b>An act of kindness</b><br/>●Recognise and describe acts of kindness and unkindness;<br/>●Explain how these impact on other people's feelings;<br/>●Suggest kind words and actions they can show to others;<br/>●Show acts of kindness to others in school.</p> <p><b>Solve the problem</b><br/>●Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);<br/>●Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p> | <p>●Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;<br/>●Identify the types of touch they like and do not like;<br/>●Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><b>Fun or not?</b><br/>●Recognise that some touches are not fun and can hurt or be upsetting;<br/>●Know that they can ask someone to stop touching them;<br/>●Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><b>Should I tell?</b><br/>●Identify safe secrets (including surprises) and unsafe secrets;<br/>●Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> | <p>●Understand that people have choices about what they do with their money;<br/>●Know that money can be saved for a use at a future time;<br/>●Explain how they might feel when they spend money on different things.</p> <p><b>Harold goes camping (OPTIONAL)</b><br/>●Recognise that money can be spent on items which are essential or non-essential;<br/>●Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this;<br/>●Understand the money risks related to online gaming.</p> <p><b>How can we look after our environment?</b><br/>●Identify what they like about the school environment;<br/>●Identify any problems with the school environment (e.g. things needing repair);<br/>●Make suggestions for improving the school environment;</p> | <p><b>Harold's postcard - helping us to keep clean and healthy</b><br/>●Explain how germs can be spread;<br/>●Describe simple hygiene routines such as hand washing;<br/>●Understand that vaccinations can help to prevent certain illnesses. Harold's bathroom<br/>●Explain the importance of good dental hygiene;<br/>●Describe simple dental hygiene routines.</p> <p><b>What does my body do?</b><br/>●Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);<br/>●Describe how food, water and air get into the body and blood.</p> <p><b>My body needs... (OPTIONAL)</b><br/>●Understand that the body gets energy from food, water and oxygen;<br/>●Recognise that exercise and sleep are important to health.<br/>●Explore how screen use can make us feel and learn how to make</p> | <p><b>Respecting privacy</b><br/>●Explain what privacy means;<br/>●Know that you are not allowed to touch someone's private belongings without their permission;<br/>●Give examples of different types of private information.</p> <p><b>Some secrets should never be kept</b><br/>●Identify how inappropriate touch can make someone feel;<br/>●Understand that there are unsafe secrets and secrets that are nice surprises;<br/>●Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> |
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|  | <ul style="list-style-type: none"> <li>●Understand that there are different types of bullying, including online.</li> </ul> <p><b>Bullying or teasing? (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>●Identify situations as to whether they are incidents of teasing or bullying.</li> <li>●Understand that bullying can happen online, as well as in person, and to know what to do if this happens.</li> <li>●Understand that they should not share images of themselves or others without permission.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>●Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul> | <p>healthy and sensible choices.</p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>●See link to external resources for further information.</li> </ul> |  |
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| Year Three                                  |                                                                                |                                                                       |                                                                                                       |                                                                                 |                                                                |                                                                                                 |
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| Term                                        | Autumn 1                                                                       | Autumn 2                                                              | Spring 1                                                                                              | Spring 2                                                                        | Summer 1                                                       | Summer 2                                                                                        |
|                                             | Me and my Relationships                                                        | Valuing Difference                                                    | Keeping Myself Safe                                                                                   | Rights and Responsibilities                                                     | Being my Best                                                  | Growing and Changing                                                                            |
| Key themes                                  | Co-operation<br>Friendships                                                    | Recognising and respecting diversity<br>Being respectful and tolerant | Managing risk<br>Staying safe online<br>Drugs and their risks                                         | Skills we need to develop as we grow up<br>Helping and being helped             | Keeping myself healthy<br>Celebrating and developing my skills | Keeping safe<br>Relationships<br>Menstruation                                                   |
| Overarching learning intentions across this | 1. To know that feelings and emotions help a person cope with difficult times. | 1. Recognise that there are many different types of families.         | 1. To identify risk factors in given situations<br>2. To define the words danger and risk and explain | 1. To talk about and identify people who help them in school and the community. | 1.To recognise how different food groups work in our body.     | 1. To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow |

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| <b>unit:</b>                            | <p>2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</p> <p>3. To recognise which strategies are appropriate for particular situations.</p> <p>4. To listen to and debate ideas and opinions with others with respect and courtesy</p> <p>5. To recognise why friends may fall out and how to resolve issues.</p>                                                                                                                                                                                              | <p>2. Identify the different communities that they belong to</p> <p>3. To learn ways of showing respect through language and communication.</p> <p>4. To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>5. To recognise and explain why bullying can be caused by prejudice.</p>                                                                                                                                                                                                                                                                             | <p>the difference between the two.</p> <p>3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>4. To recognise potential risks associated with browsing online.</p> <p>5. To recognise and describe appropriate behaviour online as well as offline.</p>                                                                                                                                                                                                                                                                                                             | <p>2. To learn differences between 'fact' and 'opinion'</p> <p>3. To discuss, plan and evaluate ways of helping the environment.</p> <p>4. To learn about saving, spending and essential purchases.</p> <p>5. To consider how money is earned and the different factors effecting this.</p>                                                                                                                                                                                                                                                                         | <p>2.To explain how some infectious illnesses are spread from one person to another.</p> <p>3.To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p> <p>4.To identify my achievements and skills to work on.</p> <p>5.To explain how skills are developed.</p>                                                                                                                                                                                                   | <p>someone into their body space.</p> <p>2. To identify the different types of relationships people have and their different purposes and qualities.</p> <p>3. To identify what makes a positive relationship and what makes a negative relationship.</p> <p>4. To identify puberty changes.</p> <p>5. To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p>                                                                                                                                           |
| <p><b>LKS2</b></p> <p><b>Year 3</b></p> | <p><b>As a rule</b></p> <ul style="list-style-type: none"> <li>●Explain why we have rules;</li> <li>●Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>●Suggest appropriate rules for a range of settings;</li> <li>●Consider the possible consequences of breaking the rules.</li> </ul> <p><b>Looking after our special people</b></p> <ul style="list-style-type: none"> <li>●Identify people who they have a special relationship with;</li> <li>●Suggest strategies for maintaining a positive</li> </ul> | <p><b>Respect and challenge</b></p> <ul style="list-style-type: none"> <li>●Reflect on listening skills;</li> <li>●Give examples of respectful language;</li> <li>●Give examples of how to challenge another's viewpoint, respectfully.</li> </ul> <p><b>Family and friends</b></p> <ul style="list-style-type: none"> <li>●Recognise that there are many different types of family;</li> <li>●Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul> <p><b>My community</b></p> <ul style="list-style-type: none"> <li>●Define the term 'community';</li> </ul> | <p><b>Safe or unsafe?</b></p> <ul style="list-style-type: none"> <li>●Identify situations which are safe or unsafe;</li> <li>●Identify people who can help if a situation is unsafe;</li> <li>●Suggest strategies for keeping safe.</li> </ul> <p><b>Danger or risk?</b></p> <ul style="list-style-type: none"> <li>●Define the words danger and risk and explain the difference between the two;</li> <li>●Demonstrate strategies for dealing with a risky situation.</li> </ul> <p><b>The Risk Robot</b></p> <ul style="list-style-type: none"> <li>●Identify risk factors in given situations;</li> </ul> | <p><b>Helping each other to stay safe</b></p> <ul style="list-style-type: none"> <li>●Identify key people who are responsible for them to stay safe and healthy;</li> <li>●Suggest ways they can help these people.</li> </ul> <p><b>Recount task</b></p> <ul style="list-style-type: none"> <li>●Understand the difference between 'fact' and 'opinion';</li> <li>●Understand how an event can be perceived from different viewpoints;</li> <li>●Plan, draft and publish a recount using the appropriate language.</li> </ul> <p><b>Our helpful volunteers</b></p> | <p><b>Derek cooks dinner!</b></p> <ul style="list-style-type: none"> <li>●Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>●Explain what is meant by the term 'balanced diet';</li> <li>●Give examples what foods might make up a healthy balanced meal.</li> </ul> <p><b>Poorly Harold</b></p> <ul style="list-style-type: none"> <li>●Explain how some infectious illnesses are spread from one person to another;</li> <li>●Explain how simple hygiene routines can help to reduce the risk of the</li> </ul> | <p><b>Relationship Tree</b></p> <ul style="list-style-type: none"> <li>●Identify different types of relationships;</li> <li>●Recognise who they have positive healthy relationships with.</li> </ul> <p><b>Body space</b></p> <ul style="list-style-type: none"> <li>●Understand what is meant by the term body space (or personal space);</li> <li>●Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>●Rehearse strategies for when someone is inappropriately in their body space.</li> </ul> |

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|  | <p>relationship with their special people.</p> <p><b>How can we solve this problem?</b></p> <ul style="list-style-type: none"> <li>● Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul> <p><b>Tangram team challenge (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Define and demonstrate cooperation and collaboration;</li> <li>● Identify the different skills that people can bring to a group task;</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul> <p><b>Friends are special</b></p> <ul style="list-style-type: none"> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> </ul> <p><b>‘Thanks’</b></p> <ul style="list-style-type: none"> <li>● Express opinions and listen to those of others;</li> </ul> | <ul style="list-style-type: none"> <li>● Identify the different communities that they belong to;</li> <li>● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul> <p><b>Our friends and neighbours</b></p> <ul style="list-style-type: none"> <li>● Explain that people living in the UK have different origins;</li> <li>● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul> <p><b>Let’s celebrate our differences</b></p> <ul style="list-style-type: none"> <li>● Recognise the factors that make people similar to and different from each other;</li> <li>● Recognise that repeated name calling is a form of bullying;</li> </ul> | <ul style="list-style-type: none"> <li>● Suggest ways of reducing or managing those risks.</li> </ul> <p><b>Super Searcher</b></p> <ul style="list-style-type: none"> <li>● Evaluate the validity of statements relating to online safety;</li> <li>● Recognise potential risks associated with browsing online;</li> <li>● Give examples of strategies for safe browsing online;</li> <li>● To think about screen usage and understand that online gaming can be addictive.</li> </ul> <p><b>Help or harm?</b></p> <ul style="list-style-type: none"> <li>● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul> <p><b>Alcohol and cigarettes: the facts</b></p> <ul style="list-style-type: none"> <li>● Identify some key risks from and effects of cigarettes and alcohol;</li> <li>● Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>● Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul> | <ul style="list-style-type: none"> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul> <p><b>Can Harold afford it?</b></p> <ul style="list-style-type: none"> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>● Understand the financial risks related to online gaming.</li> </ul> <p><b>Earning money</b></p> <ul style="list-style-type: none"> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors</li> </ul> | <p>spread of infectious illnesses;</p> <ul style="list-style-type: none"> <li>● Suggest medical and non-medical ways of treating an illness.</li> </ul> <p><b>Body team work</b></p> <ul style="list-style-type: none"> <li>● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> </ul> <p><b>For or against?</b></p> <ul style="list-style-type: none"> <li>● Develop skills in discussion and debating an issue;</li> <li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> </ul> <p><b>I am fantastic!</b></p> <ul style="list-style-type: none"> <li>● Identify their achievements and areas of development;</li> <li>● Recognise that people may say kind things to help us feel good about ourselves;</li> </ul> | <p><b>None of your business!</b></p> <ul style="list-style-type: none"> <li>● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>● Recognise and describe appropriate behaviour online as well as offline;</li> <li>● Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs;</li> <li>● Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others;</li> <li>● Understand that they should not share images of others without their permission;</li> <li>● Think carefully before sharing any information about themselves;</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>●Consider others' points of view;</li> <li>●Practice explaining the thinking behind their ideas and opinions.</li> </ul> <p><b>Dan's dare</b></p> <ul style="list-style-type: none"> <li>●Explain what a dare is;</li> <li>●Understand that no-one has the right to force them to do a dare;</li> <li>●Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul> <p><b>My special pet (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Explain some of the feelings someone might have when they lose something important to them;</li> <li>●Understand that these feelings are normal and a way of dealing with the situation.</li> </ul> | <ul style="list-style-type: none"> <li>●Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul> <p><b>Zeb</b></p> <ul style="list-style-type: none"> <li>●Understand and explain some of the reasons why different people are bullied;</li> <li>●Explore why people have prejudiced views and understand what this is.</li> </ul> | <p><b>Raisin Challenge (1) (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Demonstrate strategies for assessing risks;</li> <li>●Understand and explain decision-making skills;</li> <li>●Understand where to get help from when making decisions.</li> </ul> | <p>(skill, experience, training, level of responsibility etc.).</p> <p><b>Harold's environment project</b></p> <ul style="list-style-type: none"> <li>●Define what is meant by the environment;</li> <li>●Evaluate and explain different methods of looking after the school environment;</li> <li>●Devise methods of promoting their priority method.</li> </ul> <p><b>Let's have a tidy up (OPTIONAL)</b></p> | <ul style="list-style-type: none"> <li>●Explain why some groups of people are not represented as much on television/in the media.</li> </ul> <p><b>Top talents</b></p> <ul style="list-style-type: none"> <li>●Explain some of the different talents and skills that people have and how skills are developed;</li> <li>●Recognise their own skills and those of other children in the class.</li> </ul> <p><b>Getting on with your nerves! (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>●Understand and explain how the brain sends and receives messages through the nerves.</li> </ul> | <ul style="list-style-type: none"> <li>●Understand that once something is posted online it is very hard to remove or delete it.</li> </ul> <p><b>Secret or surprise</b></p> <ul style="list-style-type: none"> <li>●Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>●Recognise how different surprises and secrets might make them feel;</li> <li>●Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p><b>My changing body</b></p> <ul style="list-style-type: none"> <li>●Recognise that babies come from the joining of an egg and sperm;</li> <li>●Explain what happens when an egg doesn't meet a sperm;</li> <li>●Understand that for girls, periods are a normal part of puberty.</li> </ul> <p><b>Basic first aid</b></p> <p>See link to external resources for further information</p> |
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| Year Four                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Term                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                   | Me and my Relationships                                                                                                                                                                                                                                                                                                                          | Valuing Difference                                                                                                                                                                                                                                                                                                                                                                                              | Keeping Myself Safe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Rights and Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Being my Best                                                                                                                                                                                                                                                                                                                                                                                      | Growing and Changing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Key themes                                        | Recognising feelings<br>Bullying<br>Assertive skills                                                                                                                                                                                                                                                                                             | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes                                                                                                                                                                                                                                                                               | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences                                                                                                                                                                                                                                                                                                                                                                                                              | Decisions about spending money<br>Media influence<br>Making a difference (different ways of helping others or the environment)                                                                                                                                                                                                                                                                                                                                                         | Having choices and making decisions about my health                                                                                                                                                                                                                                                                                                                                                | Managing difficult feelings<br>Relationships including marriage<br>Body changes during puberty                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Overarching learning intentions across this unit: | 1. To know that feelings can vary by intensity, person and change over time.<br>2. To know and understand the qualities of a 'positive, healthy relationship'.<br>3. To know when it's appropriate to say no and how.<br>4. To know the strategies and skills needed for collaborative work.<br>5. To recognise bullying or pressured behaviour. | 1. To identify different origins, national, regional, ethnic and religious backgrounds<br>2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.<br>3. To recognise potential consequences of aggressive behaviour<br>4. To define the word respect.<br>5. Understand and identify stereotypes, including those promoted in the media. | 1. To define the words danger and risk and explain the difference between the two.<br>2. To describe the different types of things that may influence a person to take a risk.<br>3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.<br>4. To understand that influences can be both positive and negative.<br>5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. | 1. To learn about human rights and responsibilities and how they can impact their community.<br>2. To recognise that they have a part in caring for and supporting their community.<br>3. To recognise influences, facts and opinions and doing so in a critical manner.<br>4. To identify the impact of bystander behaviour and how they can make a difference to a situation.<br>5. To define terms related to finance and explain how society is supported by the income of others. | 1. To identify how they and their friends are unique.<br>2. To recognise that we all make different choices because we are unique.<br>3. To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.<br>4. To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) | 1. To identify the different emotional reactions to different types of change and discuss.<br>2. To understand how the onset of puberty can have emotional as well as physical impact.<br>3. To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.<br>4. To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.<br>5. To discuss the reasons why a person would want to be married, or live together, or have a civil |

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To know that marriage should be entered into freely.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>LKS2</b></p> <p><b>Year 4</b></p> | <p><b>Human machines</b></p> <ul style="list-style-type: none"> <li>● Demonstrate strategies for working on a collaborative task;</li> <li>● Define successful qualities of teamwork and collaboration.#</li> </ul> <p><b>Ok or not ok? (1)</b></p> <ul style="list-style-type: none"> <li>● Explain what we mean by a 'positive, healthy relationship';</li> <li>● Describe some of the qualities that they admire in others.</li> </ul> <p><b>Ok or not ok? (2)</b></p> <ul style="list-style-type: none"> <li>● Recognise that there are times when they might need to say 'no' to a friend;</li> <li>● Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul> <p><b>An email from Harold!</b>● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; <li>● Explain how different words can express the intensity of feelings.</li> <p><b>Different feelings</b></p> </p> | <p><b>Can you sort it?</b></p> <ul style="list-style-type: none"> <li>● Define the terms 'negotiation' and 'compromise';</li> <li>● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul> <p><b>What would I do?</b></p> <ul style="list-style-type: none"> <li>● List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>● Recognise potential consequences of aggressive behaviour;</li> <li>● Suggest strategies for dealing with someone who is behaving aggressively;</li> <li>● Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult;</li> <li>● Understand they should not share images of other people online without their permission.</li> </ul> | <p><b>Danger, risk or hazard?</b></p> <ul style="list-style-type: none"> <li>● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>● Identify situations which are either dangerous, risky or hazardous;</li> <li>● Suggest simple strategies for managing risk.</li> </ul> <p><b>How dare you!</b></p> <ul style="list-style-type: none"> <li>● Define what is meant by the word 'dare';</li> <li>● Identify from given scenarios which are dares and which are not;</li> <li>● Suggest strategies for managing dares.</li> </ul> <p><b>Keeping ourselves safe</b></p> <ul style="list-style-type: none"> <li>● Describe stages of identifying and managing risk;</li> <li>● Suggest people they can ask for help in managing risk.</li> </ul> <p><b>Raisin Challenge (2)</b></p> <ul style="list-style-type: none"> <li>● Understand that we can be influenced both positively and negatively;</li> <li>● Give examples of some of the consequences of</li> </ul> | <p><b>Who helps us stay healthy and safe?</b></p> <ul style="list-style-type: none"> <li>● Explain how different people in the school and local community help them stay healthy and safe;</li> <li>● Define what is meant by 'being responsible';</li> <li>● Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>● Suggest ways they can help the people who keep them healthy and safe.</li> </ul> <p><b>It's your right</b></p> <ul style="list-style-type: none"> <li>● Understand that humans have rights and also need to respect the rights of other;</li> <li>● Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul> <p><b>How do we make a difference?</b></p> <ul style="list-style-type: none"> <li>● Understand the reason we have rules;</li> <li>● Suggest and engage with ways that they can contribute to the decision making process in school</li> </ul> | <p><b>What makes me ME!</b><br/>(formerly Diversity World)</p> <ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p><b>Making choices</b></p> <ul style="list-style-type: none"> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently;</li> <li>● Understand that making healthy choices around food is important for their wellbeing</li> </ul> <p><b>SCARF hotel</b> (formerly Diversity World Hotel)</p> <ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and oxygen and that</li> </ul> | <p><b>Moving house</b></p> <ul style="list-style-type: none"> <li>● Describe some of the changes that happen to people during their lives;</li> <li>● Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>● Suggest people who may be able to help them deal with change.</li> </ul> <p><b>My feelings are all over the place!</b></p> <ul style="list-style-type: none"> <li>● Name some positive and negative feelings;</li> <li>● Suggest reasons why young people sometimes fall out with their parents;</li> <li>● Take part in a role play practising how to compromise.</li> </ul> <p><b>All change!</b></p> <ul style="list-style-type: none"> <li>● Identify parts of the body that males and females have in common and those that are different;</li> <li>● Know the correct terminology for their genitalia;</li> <li>● Understand and explain why puberty happens.</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Identify a wide range of feelings;</li> <li>● Recognise that different people can have different feelings in the same situation;</li> <li>● Explain how feelings can be linked to physical state.</li> </ul> <p><b>When feelings change (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Demonstrate a range of feelings through their facial expressions and body language;</li> <li>● Recognise that their feelings might change towards someone or something once they have further information.</li> </ul> <p><b>Under pressure</b></p> <ul style="list-style-type: none"> <li>● Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from;</li> <li>● To understand that bullying or aggressive behaviour can happen online as well as in person,</li> </ul> | <p><b>The people we share our world with</b></p> <ul style="list-style-type: none"> <li>● List some of the ways in which people are different to each other (including ethnicity, religious beliefs, customs and festivals);</li> <li>● Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul> <p><b>That is such a stereotype!</b></p> <ul style="list-style-type: none"> <li>● Understand and identify stereotypes, including those promoted in the media.</li> </ul> <p><b>Friend or acquaintance?</b></p> <ul style="list-style-type: none"> <li>● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>● Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul> <p><b>Islands</b></p> <ul style="list-style-type: none"> <li>● Understand that they have the right to protect their personal body space;</li> <li>● Recognise how others' non-verbal signals indicate</li> </ul> | <p>behaving in an unacceptable, unhealthy or risky way.</p> <p><b>Picture Wise</b></p> <ul style="list-style-type: none"> <li>● Identify images that are safe/unsafe to share online;</li> <li>● Know and explain strategies for safe online sharing;</li> <li>● Understand and explain the implications of sharing images online without consent.</li> </ul> <p><b>Medicines: check the label</b></p> <ul style="list-style-type: none"> <li>● Understand that medicines are drugs;</li> <li>● Explain safety issues for medicine use;</li> <li>● Suggest alternatives to taking a medicine when unwell;</li> <li>● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul> <p><b>Know the norms (formerly Tell Mark II) (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>● Understand that increasing numbers of</li> </ul> | <p>(e.g. through pupil voice/school council);</p> <ul style="list-style-type: none"> <li>● Recognise that everyone can make a difference within a democratic process;</li> <li>● Understand the risks relating to online gaming and that gaming can become addictive.</li> </ul> <p><b>In the news!</b></p> <ul style="list-style-type: none"> <li>● Define the word influence;</li> <li>● Recognise that reports in the media can influence the way they think about an topic;</li> <li>● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul> <p><b>Safety in numbers</b></p> <ul style="list-style-type: none"> <li>● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>● Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul> <p><b>Harold's expenses (OPTIONAL)</b></p> | <p>exercise and sleep are important to our health;</p> <ul style="list-style-type: none"> <li>● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate);</li> <li>● Understand the importance of a healthy relationship with food</li> <li>● Understand the importance of good quality sleep and take practical steps for improving sleep.</li> </ul> <p><b>Harold's Seven Rs</b></p> <ul style="list-style-type: none"> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul> <p><b>My school community (1)</b></p> <ul style="list-style-type: none"> <li>● Define what is meant by the word 'community';</li> <li>● Suggest ways in which different people support the school community;</li> <li>● Identify qualities and attributes of people who</li> </ul> | <p><b>Preparing for changes at puberty</b> (formerly Period positive)</p> <ul style="list-style-type: none"> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that periods are a normal part of puberty for girls;</li> <li>● Identify some of the ways they can cope better with periods.</li> </ul> <p><b>Secret or surprise?</b></p> <ul style="list-style-type: none"> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p><b>Together</b></p> <ul style="list-style-type: none"> <li>● Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will;</li> </ul> |
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|  | <p>and to learn how to recognise it and report it to a trusted adult.</p> | <p>how they feel when people are close to their body space;</p> <ul style="list-style-type: none"> <li>●Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul> | <p>young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p><b>Traffic lights (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Identify strategies for keeping personal information safe online;</li> <li>●Describe safe behaviours when using communication technology;</li> <li>●Exercise caution when sharing information about themselves;</li> <li>●Understand the importance of privacy and location settings to protect information online;</li> <li>●Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.</li> </ul> | <ul style="list-style-type: none"> <li>●Define the terms 'income' and 'expenditure';</li> <li>●List some of the items and services of expenditure in the school and in the home;</li> <li>●Prioritise items of expenditure in the home from most essential to least essential.</li> </ul> <p><b>Why pay taxes?</b></p> <ul style="list-style-type: none"> <li>●Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>●Understand how a payslip is laid out showing both pay and deductions;</li> <li>●Prioritise public services from most essential to least essential.</li> </ul> <p><b>Logo quiz (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>●Understand and explain the value of this work.</li> </ul> | <p>support the school community.</p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>●See link to external resources for further information</li> </ul> <p><b>Volunteering is cool (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Define what a volunteer is;</li> <li>●Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</li> </ul> | <ul style="list-style-type: none"> <li>●Recognise that marriage or civil partnership includes same sex and opposite sex partners;</li> <li>●Know the legal age for marriage or civil partnership in England or Scotland;</li> <li>●Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> |
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| Year Five  |                                                                          |                                                                                                                                |                                                                                                    |                                                                                                                                     |                                                                              |                                                                |
| Term       | Autumn 1                                                                 | Autumn 2                                                                                                                       | Spring 1                                                                                           | Spring 2                                                                                                                            | Summer 1                                                                     | Summer 2                                                       |
|            | Me and my Relationships                                                  | Valuing Difference                                                                                                             | Keeping Myself Safe                                                                                | Rights and Responsibilities                                                                                                         | Being my Best                                                                | Growing and Changing                                           |
| Key themes | Feelings<br>Friendship skills, including compromise.<br>Assertive skills | Recognising and celebrating difference (including religions and cultural difference)<br>Influence and pressure of social media | Managing risk, including staying safe online<br>Norms around use of legal drugs (tobacco, alcohol) | Decisions about lending, borrowing and spending<br>Rights and responsibilities relating to my health<br>Rights and responsibilities | Growing independence and taking responsibility<br>Media awareness and safety | Managing difficult feelings<br>Getting help<br>Managing change |

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| <b>Overarching learning intentions across this unit:</b> | 1. To learn characteristics and skills in assertiveness<br>2. To apply their collaborative skills to friendships and assertiveness.<br>3. To learn ways to resolve conflict in an assertive, calm and fair manner.<br>4. To identify what things make a relationship unhealthy and who to talk to if they needed help.<br>5. To recognise emotional needs according to circumstance and any risk factors that could effect them. | 1. To describe the benefits of living in a diverse society<br>2. To develop an understanding of discrimination and its injustice, and describe this using examples.<br>3. To understand that the information we see online, either text or images, is not always true or accurate;<br>4. To reflect on the impact social media puts pressure on peoples' life choices.<br>5. To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour. | 1. To reflect on risk and the different factors and outcomes that might influence a decision.<br>2. To reflect on the consequences of not keeping personal information private and the risks of social media.<br>3. To explore categorisation of drugs, the risks associated with medicines.<br>4. To learn some key facts and information about drugs and medicines.<br>To recognise the features of face to face and online bullying and the strategies that deal with it. | 1. To identify, write and discuss issues currently in the media concerning health and wellbeing.<br>2. define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.<br>3. To identify the responsibilities to my home, community and environment I might have in the future.<br>4. To consider what advice to give relating to saving and borrowing money.<br>5. To define financial terms and explain how others have financial responsibility for the community. | 1. To describe the four main internal systems of the human body.<br>2. To understand the actual norms around smoking and the reasons for common misperceptions of these.<br>3. To identify the skills and qualities that make us successful and achieve our best.<br>4. To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.<br>5. To consider the different responsibilities that they and others have for their health and wellbeing. | 1. To describe the intensity of different feelings and strategies to build resilience.<br>2. To understand the different types of feelings and emotions associated with puberty.<br>3. To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.<br>4. To identify the different types of products someone might use during puberty or menstruation.<br>5. To explain how people might feel at times of change and loss. To consider strategies when coping with this. |
| <b>UPKS2 Year 5</b>                                      | <b>Collaboration Challenge!</b><br>●Explain what collaboration means;<br>●Give examples of how they have worked collaboratively;<br>●Describe the attributes needed to work collaboratively.<br><br><b>Give and take</b><br>●Explain what is meant by the terms negotiation and compromise;                                                                                                                                      | <b>Qualities of friendship</b><br>●Define some key qualities of friendship;<br>●Describe ways of making a friendship last;<br>●Explain why friendships sometimes end.<br><br><b>Kind conversations</b><br>●Rehearse active listening skills;<br>●Demonstrate respectfulness in responding to others;                                                                                                                                                                                           | <b>Spot bullying</b><br>●Demonstrate strategies to deal with both face-to-face and online bullying;<br>●Demonstrate strategies and skills for supporting others who are bullied;<br>●Recognise and describe the difference between online and face-to-face bullying.<br><br><b>Play, Like, Share</b><br>1●Consider what information is safe/unsafe                                                                                                                           | <b>What's the story?</b><br>●Identify, write and discuss issues currently in the media concerning health and wellbeing;<br>●Express their opinions on an issue concerning health and wellbeing;<br>●Make recommendations on an issue concerning health and wellbeing.<br><br><b>Fact or opinion?</b>                                                                                                                                                                                                               | <b>It all adds up!</b><br>●Know the basic functions of the four systems covered and know they are inter-related.<br>●Explain the function of at least one internal organ.<br>●Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.<br><br><b>Different skills</b>                                                                                                                                                                                  | <b>How are they feeling?</b><br>●Use a range of words and phrases to describe the intensity of different feelings;<br>●Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;<br>●Explain strategies they can use to build resilience.<br><br><b>Taking notice of our feelings</b>                                                                                                                                                                                     |

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| <ul style="list-style-type: none"> <li>●Describe strategies for resolving difficult issues or situations.</li> </ul> <p><b>Communication (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Understand that online communication can be misinterpreted;</li> <li>●Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> <p><b>How good a friend are you?</b></p> <ul style="list-style-type: none"> <li>●Demonstrate how to respond to a wide range of feelings in others;</li> <li>●Give examples of some key qualities of friendship;</li> <li>●Reflect on their own friendship qualities.</li> </ul> <p><b>Relationship cake recipe</b></p> <ul style="list-style-type: none"> <li>●Identify what things make a relationship unhealthy;</li> <li>●Identify who they could talk to if they needed help.</li> </ul> <p><b>Our emotional needs</b></p> <ul style="list-style-type: none"> <li>●Recognise basic emotional needs, understand that they change according to circumstance;</li> </ul> | <ul style="list-style-type: none"> <li>●Respond appropriately to others.</li> </ul> <p><b>Happy being me</b></p> <ul style="list-style-type: none"> <li>●Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>●Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>●Understand the importance of respecting others, even when they are different from themselves.</li> </ul> <p><b>The land of the Red People</b></p> <ul style="list-style-type: none"> <li>●Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>●Describe the benefits of living in a diverse society;</li> <li>●Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p><b>Is it true?</b></p> <ul style="list-style-type: none"> <li>●Understand that the information we see online either text or images, is not always true or accurate;</li> </ul> | <p>to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <ul style="list-style-type: none"> <li>●Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>●Know how to protect personal information online;</li> <li>●Recognise disrespectful behaviour online and know how to respond to it;</li> <li>●Understand that online relationships are unlikely to be as good as in-person relationships.</li> </ul> <p><b>Play, like, Share 2</b></p> <ul style="list-style-type: none"> <li>●Consider what information is safe/unsafe to share offline and online;</li> <li>●Think about the consequences of not keeping personal information private;</li> <li>●Recognise that people aren't always who they appear to be online and explain risks of being friends online with a</li> </ul> | <ul style="list-style-type: none"> <li>●Understand the difference between a fact and an opinion;</li> <li>●Understand what biased reporting is and the need to think critically about things we read.</li> </ul> <p><b>Mo makes a difference</b></p> <ul style="list-style-type: none"> <li>●Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>●Give examples of voluntary groups, the kind of work they do and its value.</li> </ul> <p><b>Rights, respect and duties</b></p> <ul style="list-style-type: none"> <li>●Define the differences between respect, rights and duties;</li> <li>●Discuss what can make them difficult to follow;</li> <li>●Identify the impact on individuals and the wider community if duties are not carried out.</li> </ul> <p><b>Spending wisely</b></p> <ul style="list-style-type: none"> <li>●State the costs involved in producing and selling an item;</li> <li>●Suggest questions a consumer should ask before buying a product.</li> </ul> | <ul style="list-style-type: none"> <li>●Identify their own strengths and talents;</li> <li>●Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul> <p><b>My school community (2)</b></p> <ul style="list-style-type: none"> <li>●State what is meant by community;</li> <li>●Explain what being part of a school community means to them;</li> <li>●Suggest ways of improving the school community.</li> </ul> <p><b>Independence and responsibility</b></p> <ul style="list-style-type: none"> <li>●Identify people who are responsible for helping them stay healthy and safe;</li> <li>●Identify ways that they can help these people.</li> </ul> <p><b>Star qualities</b></p> <ul style="list-style-type: none"> <li>●Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>●Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> </ul> | <ul style="list-style-type: none"> <li>●Identify people who can be trusted;</li> <li>●Describe strategies for dealing with situations in which they would feel uncomfortable.</li> </ul> <p><b>Dear Ash</b></p> <ul style="list-style-type: none"> <li>●Explain the difference between a safe and an unsafe secret;</li> <li>●Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul> <p><b>Growing up and changing bodies</b></p> <ul style="list-style-type: none"> <li>●Identify some products that they may need during puberty and why;</li> <li>●Know what menstruation is and why it happens.</li> </ul> <p><b>Changing bodies and feelings</b></p> <ul style="list-style-type: none"> <li>●Know the correct words for the external sexual organs;</li> <li>●Discuss some of the myths associated with puberty.</li> </ul> <p><b>Help, I'm a teenager...get me out of here!</b></p> |
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|  | <ul style="list-style-type: none"> <li>●Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul> <p><b>Being assertive</b></p> <ul style="list-style-type: none"> <li>●Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>●Understand and rehearse assertiveness skills.</li> </ul> | <ul style="list-style-type: none"> <li>●Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> </ul> <p><b>Stop, start stereotypes</b></p> <ul style="list-style-type: none"> <li>●Recognise that some people can get bullied because of the way they express their gender;</li> <li>●Give examples of how bullying behaviours can be stopped.</li> <li>●Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.</li> </ul> <p><b>It could happen to anyone (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>●Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul> | <p>person they have not met face-to-face;</p> <ul style="list-style-type: none"> <li>●Know how to protect personal information online;</li> <li>●Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable;</li> <li>●Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.</li> </ul> <p><b>Decision dilemmas</b></p> <ul style="list-style-type: none"> <li>●Recognise which situations are risky;</li> <li>●Explore and share their views about decision making when faced with a risky situation;</li> <li>●Suggest what someone should do when faced with a risky situation.</li> </ul> <p><b>Ella's diary dilemma</b></p> <ul style="list-style-type: none"> <li>●Define what is meant by a dare;</li> <li>●Explain why someone might give a dare;</li> <li>●Suggest ways of standing up to someone who gives a dare.</li> </ul> | <p><b>Lend us a fiver!</b></p> <ul style="list-style-type: none"> <li>●Define the terms loan, credit, debt and interest;</li> <li>●Suggest advice for a range of situations involving personal finance.</li> </ul> <p><b>Local councils (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Explain some of the areas that local councils have responsibility for;</li> <li>●Understand that local Councillors are elected to represent their local community.</li> </ul> | <ul style="list-style-type: none"> <li>●Describe 'star' qualities that 'ordinary' people have.</li> </ul> <p><b>Basic first aid, including Sepsis Awareness</b></p> <ul style="list-style-type: none"> <li>●See link to external resources for further information</li> </ul> | <ul style="list-style-type: none"> <li>●Recognise how our body feels when we're relaxed;</li> <li>●List some of the ways our body feels when it is nervous or sad;</li> <li>●Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul> <p><b>Dear Hetty (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Explain how someone might feel when they are separated from someone or something they like;</li> <li>●Suggest ways to help someone who is separated from someone or something they like.</li> </ul> <p><b>Making Babies (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>●Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>●Know the legal age of consent and what it means.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>● Understand that once something is posted online and shared there is no way to delete it permanently;</li> <li>● Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.</li> </ul> <p><b>Vaping: healthy or unhealthy?</b></p> <ul style="list-style-type: none"> <li>● Describe some of the health risks caused by vaping;</li> <li>● Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>● Use critical thinking skills when reading information/media;</li> <li>● Understand that companies selling vaping products do so to make money;</li> <li>● Describe some of the possible outcomes of taking a risk.</li> </ul> <p><b>Would you risk it?</b></p> <ul style="list-style-type: none"> <li>● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in</li> </ul> |  |  |  |
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|  |  |  | <p>this situation, including emotional risks;</p> <ul style="list-style-type: none"> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul> <p><b>‘Thinking’ about habit (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Explain what a habit is, giving examples;</li> <li>● Describe why and how a habit can be hard to change.</li> <li>● Think about making healthy choices;</li> <li>● Understand what our bodies need to grow and develop.</li> </ul> <p><b>Drugs: true or false? (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Understand some of the complexities of categorising drugs;</li> <li>● Know that all medicines are drugs but not all drugs are medicines;</li> <li>● Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul> <p><b>Smoking: what is normal? (OPTIONAL)</b></p> |  |  |  |
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|                                                          |                                                                                                                                                                                                         |                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>● Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>                                                     |                                                                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                        |
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| Year Six                                                 |                                                                                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                        |                                                                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                        |
| Term                                                     | Autumn 1                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                   | Spring 1                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                     | Summer 1                                                                                                                                           | Summer 2                                                                                                                                                                                                               |
|                                                          | Me and my Relationships                                                                                                                                                                                 | Valuing Difference                                                                                                                                                                         | Keeping Myself Safe                                                                                                                                                                                    | Rights and Responsibilities                                                                                                                                                                                  | Being my Best                                                                                                                                      | Growing and Changing                                                                                                                                                                                                   |
| <b>Key themes</b>                                        | Cooperation<br>Assertiveness<br>Safe/unsafe touches                                                                                                                                                     | Recognising and reflecting on prejudice-based bullying<br>Understanding bystander behaviour                                                                                                | Staying safe online<br>Drugs: norms and risks (including the law)<br>Emotional needs                                                                                                                   | Earning and saving money<br>Understanding media bias, including social media<br>Caring: communities and the environment                                                                                      | Managing risk<br>Aspirations and goal setting                                                                                                      | Self esteem<br>Keeping safe<br>Body Image                                                                                                                                                                              |
| <b>Overarching learning intentions across this unit:</b> | 1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.<br>2. To practice and use strategies in compromise and negotiation within a | 1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences<br>2. To know that all people are unique but that we have far more in common | 1. To explore the risks and legality of communicating and sharing online.<br>2. To describe and explain how easily images can be spread online.<br>3. To explain some of the laws, categories and uses | 1. To analyse and reflect on bias in the media.<br>2. To discuss methods of saving and considerations for spending money.<br>3. To discuss voluntary and pressure groups and their role in making changes to | 1. To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.<br>2. To define aspirations and goals. | 1. To identify types of emotional responses and some strategies for coping with change.<br>2. To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. |

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|                               | collaborative task or activity.<br>3. To consider the types of touch that are safe, legal and that I am comfortable with.<br>4. To name assertive behaviours and recognise peer influence or pressured behaviour.<br>5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.                                                  | with each other than what is different about us<br>3. To understand and explain the term prejudice.<br>4. To define what is meant by the term stereotype<br>5. To describe different types of friendships and relationships and their differing positive qualities.                                                                                                                                                              | of drugs (both medical and non-medical)<br>4. To understand the definition of an emotional need and how they can be met.<br>5. To explore and understand the terms 'conflicting emotions', responsibility and independence.                                                                                                                                                                                                                                 | our communities and environments.<br>4. To identify or suggest ways that help the environment.<br>5. To define 'democracy' and explain how laws are made.                                                                                                                                                                                                                                                                                                             | 3. To recognise that we will meet challenges on the way to achieving our goals.<br>4. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.<br>5. To understand risks related to growing up and explain the need to be aware of these.                                                                                               | 3. To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.<br>4. To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.<br>5. To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe. |
| <b>UPKS2</b><br><b>Year 6</b> | <b>Working together</b><br>●Demonstrate a collaborative approach to a task;<br>●Describe and implement the skills needed to do this.<br><br><b>Let's negotiate (OPTIONAL)</b><br>●Explain what is meant by the terms 'negotiation' and 'compromise';<br>●Suggest positive strategies for negotiating and compromising within a collaborative task;<br>●Demonstrate positive strategies for negotiating | <b>Ok to be different</b><br>●Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;<br>●Suggest strategies for dealing with bullying, as a bystander;<br>●Describe positive attributes of their peers.<br><br><b>We have more in common than not</b><br>●Know that all people are unique but that we have far more in common with each other than what is different about us; | <b>Think before you click!</b><br>●Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;<br>●Understand and describe the ease with which something posted online can spread;<br>●Understand that once something is posted online it is very hard to remove;<br>●Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically | <b>Two sides to every story</b><br>●Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;<br>●Describe the language and techniques that make up a biased report;<br>●Analyse a report also extract the facts from it.<br><br><b>'Fakebook' Friends</b><br>●Know the legal age (and reason behind these) for having a social media account;<br>●Understand why people don't tell the truth and often post only the good | <b>This will be your life!</b><br>●Identify aspirational goals;<br>●Describe the actions needed to set and achieve these.<br><br><b>Our recommendations</b><br>●Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.<br>●Develop a holistic approach to healthy eating. | <b>I look great!</b><br>●Understand that fame can be short-lived;<br>●Recognise that photos can be changed to match society's view of perfect;<br>●Identify qualities that people have, as well as their looks;<br>●Understand the importance of avoiding putting pressure on others to share information and images online.<br><br><b>Media manipulation</b><br>●Define what is meant by the term stereotype;        |

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|  | <p>and compromising within a collaborative task.</p> <p><b>Solve the friendship problem</b></p> <ul style="list-style-type: none"> <li>●Recognise some of the challenges that arise from friendships;</li> <li>●Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul> <p><b>Dan's day (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Describe the consequences of reacting to others in a positive or negative way;</li> <li>●Suggest ways that people can respond more positively to others.</li> </ul> <p><b>Behave yourself</b></p> <ul style="list-style-type: none"> <li>●Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>●Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>●Suggest strategies for dealing assertively with a situation where someone under pressure may do</li> </ul> | <ul style="list-style-type: none"> <li>●Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>●Demonstrate ways of offering support to someone who has been bullied.</li> </ul> <p><b>Respecting differences</b></p> <ul style="list-style-type: none"> <li>●Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul> <p><b>Tolerance and respect for others</b></p> <ul style="list-style-type: none"> <li>●Understand and explain the term prejudice and discrimination;</li> <li>●Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>●Describe the benefits of living in a diverse society;</li> <li>●Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p><b>Advertising friendships!</b></p> | <p>about how to respond to this.</p> <p><b>It's a puzzle (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Identify strategies for keeping personal information safe online;</li> <li>●Describe safe and respectful behaviours when using communication technology;</li> <li>●Understand they should not share images of other people online without their permission;</li> <li>●Think carefully before sharing any information about themselves online;</li> <li>●Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently;</li> <li>●Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ul> <p><b>To share or not to share?</b></p> <ul style="list-style-type: none"> <li>●Know that it is illegal to create and share sexual images of children under 18 years old;</li> </ul> | <p>bits about themselves, online;</p> <ul style="list-style-type: none"> <li>●Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul> <p><b>What's it worth?</b></p> <ul style="list-style-type: none"> <li>●Explain some benefits of saving money;</li> <li>●Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>●Describe the costs that go into producing an item;</li> <li>●Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>●Explain what is meant by the term interest;</li> <li>●Understand financial risks of online gaming;</li> <li>●Understand the importance of developing digital resilience.</li> </ul> <p><b>Jobs and taxes (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>●Explain the different types of tax (income tax</li> </ul> | <p><b>What's the risk? (1)</b></p> <ul style="list-style-type: none"> <li>●Identify risk factors in a given situation (including online);</li> <li>●Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>●Know where to go for advice and support when they feel worried or concerned about something online.</li> </ul> <p><b>What's the risk? (2)</b></p> <ul style="list-style-type: none"> <li>●Identify risk factors in a given situation;</li> <li>●Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>●Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>●See link to external resources for further information</li> </ul> <p><b>Five Ways to Wellbeing project</b></p> <ul style="list-style-type: none"> <li>●Explain what the five ways to wellbeing are;</li> <li>●Describe how the five ways to wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>●Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>●Recognise that people fall into a wide range of what is seen as normal;</li> <li>●Challenge stereotypical gender portrayals of people.</li> </ul> <p><b>Pressure online</b></p> <ul style="list-style-type: none"> <li>●Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>●Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>●Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul> <p><b>Helpful or unhelpful? Managing change</b></p> <ul style="list-style-type: none"> <li>●Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>●Suggest positive strategies for dealing with change;</li> </ul> |
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|  | <p>something they feel uncomfortable about.</p> <p><b>Assertiveness Skills</b></p> <ul style="list-style-type: none"> <li>●List some assertive behaviours;</li> <li>●Recognise peer influence and pressure;</li> <li>●Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul> <p><b>Don't force me</b></p> <ul style="list-style-type: none"> <li>●Describe ways in which people show their commitment to each other;</li> <li>●Know the ages at which a person can marry or have a civil partnership;</li> <li>●Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.</li> </ul> <p><b>Acting appropriately</b></p> <ul style="list-style-type: none"> <li>●Recognise that some types of physical contact can produce strong negative feelings;</li> <li>●Know that some inappropriate touch is also illegal.</li> </ul> | <ul style="list-style-type: none"> <li>●Explain the difference between a friend and an acquaintance;</li> <li>●Describe qualities of a strong, positive friendship;</li> <li>●Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul> <p><b>Boys will be boys? Challenging gender stereotypes</b></p> <ul style="list-style-type: none"> <li>●Define what is meant by the term stereotype;</li> <li>●Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes;</li> <li>●Recognise that people fall into a wide range of what is seen as normal;</li> <li>●Challenge stereotypical gender portrayals of people.</li> </ul> | <ul style="list-style-type: none"> <li>●Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>●Know how to keep their information private online;</li> <li>●Understand that once something is posted online and shared there is no way to delete it permanently;</li> <li>●Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.</li> </ul> <p><b>Rat Park</b></p> <ul style="list-style-type: none"> <li>●Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>●Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul> <p><b>What sort of drug is...?</b></p> <ul style="list-style-type: none"> <li>●Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>●Demonstrate an understanding that drugs</li> </ul> | <p>and VAT) which help to fund public services;</p> <ul style="list-style-type: none"> <li>●Evaluate the different public services and compare their value.</li> </ul> <p><b>Happy shoppers</b></p> <ul style="list-style-type: none"> <li>●Explain what is meant by living in an environmentally sustainable way;</li> <li>●Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> <p><b>Action stations! (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>●Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul> <p><b>Project Pitch (parts 1 &amp; 2) (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>●That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;</li> </ul> | <p>contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> | <ul style="list-style-type: none"> <li>●Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p><b>Is this normal?</b></p> <ul style="list-style-type: none"> <li>●Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>●Understand that a healthy attitude towards food can really support growth and puberty changes;</li> <li>●Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>●Understand what FGM is and that it is an illegal practice in this country;</li> <li>●Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul> <p><b>Making babies</b></p> <ul style="list-style-type: none"> <li>●Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>●Know a variety of ways in which the sperm can</li> </ul> |
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|  |  |  | <p>can have both medical and non-medical uses;</p> <ul style="list-style-type: none"> <li>● Explain in simple terms some of the laws that control drugs in this country.</li> </ul> <p><b>Drugs: it's the law!</b></p> <ul style="list-style-type: none"> <li>● Understand some of the basic laws in relation to drugs;</li> <li>● Explain why there are laws relating to drugs in this country.</li> </ul> <p><b>Alcohol: what is normal?</b></p> <ul style="list-style-type: none"> <li>● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>● Describe some of the effects and risks of drinking alcohol.</li> </ul> <p><b>Joe's story (part 1) (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>● Explain how these emotional needs impact on people's behaviour;</li> </ul> | <ul style="list-style-type: none"> <li>● Continue to develop the skills to exercise these responsibilities.</li> </ul> <p><b>Democracy in Britain 1 – Elections</b></p> <ul style="list-style-type: none"> <li>● Why and how rules and laws that protect them and others are made and enforced;</li> <li>● Why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>● Begin to understand the way in which democracy in Britain works.</li> </ul> <p><b>Democracy in Britain 2 - How (most) laws are made</b></p> <ul style="list-style-type: none"> <li>● Why and how rules and laws that protect them and others are made and enforced;</li> <li>● Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul> <p><b>Community art (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Define the term 'community';</li> <li>● Recognise the benefits to mental health and</li> </ul> |  | <p>fertilise the egg to create a baby;</p> <ul style="list-style-type: none"> <li>● Know the legal age of consent and what it means.</li> </ul> <p><b>What is HIV? (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Explain how HIV affects the body's immune system;</li> <li>● Understand that HIV is difficult to transmit;</li> <li>● Know how a person can protect themselves from HIV.</li> </ul> <p><b>Online Sexual Content (OPTIONAL)</b></p> <ul style="list-style-type: none"> <li>● Identify the qualities of a caring, safe, happy and healthy relationship;</li> <li>● Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature;</li> <li>● Understand the laws around viewing online sexual content;</li> <li>● Understand the potential impact for children who have viewed this content and know where to go for advice and support.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>●Suggest positive ways that people can get their emotional need met.</li> </ul> | wellbeing of being part of community groups; <ul style="list-style-type: none"> <li>●Understand the value of community members and how they can be valued for contributing to communities.</li> </ul> |  |  |
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### Impact:

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis

