



A.R.H. Curriculum Progression Document – PSHE (including RSE)

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – Subject PSHE (including RSE)

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

| Year 1 | Twisted Tales | Inspirational Occupation | Best of Leicester | Weird and Wonderful Weather | Marvellous Makers | World Explorers |
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| Learning opportunities. | Prior Learning | Questions, knowledge and skills | | | Date Covered | |
| <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> | <p>ELG Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> | <p>Questions: How do we decide how to treat each other?</p> <p>Knowledge: Respectful Friendships – caring friendships.</p> <ul style="list-style-type: none"> • What is a friend and what makes a good friend? Talk about how friends can be face to face or online. • What it is to be lonely and what can you do if it happens. How can you describe your feelings? • Understand right and wrong. How to solve an argument (based on sharing toys or not playing with each other). • What is respect? <p>Skills:</p> <ul style="list-style-type: none"> • How to ask for help if a friendship makes them feel unhappy. | | | | <p>friend</p> <p>respect</p> <p>arguments</p> <p>lonely</p> <p>feelings</p> <p>right and wrong</p> <p>solve</p> <p>happy and unhappy</p> <p>big and small emotions</p> |
| <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> | <p>Reception PSED: See themselves as a valuable individual.</p> | <p>Questions: What does it mean to be unique?</p> <p>Knowledge: What makes us unique and what do we have in common with everyone else?</p> <ul style="list-style-type: none"> • How we are all different. • There will never be another of them. • What we have in common. | | | | |

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| <p>L14. that everyone has different strengths</p> | | <p>Skills:</p> <ul style="list-style-type: none"> • Talk about what they are good at, like and dislike. <p>Celebration of difference – No Outsiders Link.</p> | | |
| <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | <p>PSED: Reception: Show resilience and perseverance in the face of challenge.</p> | <p>Questions: How do we feel?</p> <p>Knowledge: Mental wellbeing – coping with change and loss.</p> <ul style="list-style-type: none"> • What are emotions? • How do we cope when we feel sad? (Build on Aut 1 and feeling unhappy). How is this different? Make sure we emphasise the fact that we can all feel low and this is ok. • What is loss? (Talk about loss of a favourite toy not death). • Is it ok to feel differently about the same thing? <p>Skills:</p> <ul style="list-style-type: none"> • How to ask for help? • To choose an emotion of an emotion mat to say how they feel. <p>Use of circle time to encourage language with children. Can the children draw images of their feelings? Can they recognise an emotion on a face?</p> <p>Stories about feelings. ‘The very lonely firefly’ ‘The huge bag of worries’</p> | | <p>change loss coping feelings emotions Difference</p> <p>Sentence stems - I am sad because I feel happy when I feel angry when</p> |

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| <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R15. how to respond safely to adults they don't know</p> | <p>UTW ELG: Talk about the lives of the people around them and their roles in society</p> <p>PSED: Reception: Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> | <p>Questions: Who looks after us in the community?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What groups do they belong to? (School, clubs, do they have an online community) • Roles of people in the community. Police, teacher, fire crew, doctor, nurse. • Who keeps us safe in the community? Same as above • How to stay safe in familiar and unfamiliar environments. (Look at crossing the road, at a beach, swimming pool, on the street and at a beach). Spot the danger. • 'Clever Never Goes' and how to respond to adults they do not know. (roleplay) <p>Skills</p> <ul style="list-style-type: none"> • How to cross a cross a road safely. • How to stay safe when out and about. | | <p>community danger safety roles familiar unfamiliar environments Stranger danger</p> |
| <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun</p> | <p>PSED Reception: • Manage their own needs. - Personal hygiene</p> <p>PSED Nursery: Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Questions: How can we be healthy?</p> <p>Knowledge: How and why?</p> <ul style="list-style-type: none"> • Washing hands – look at germs/bacteria. • Personal hygiene – washing our bodies. • Dental hygiene. • Sun safety. <p>Skill:</p> <ul style="list-style-type: none"> • To be able to wash hands effectively and identify when this needs to be done. <p>To be able to talk about how to clean our bodies, including our teeth.</p> | | <p>personal hygiene Lifestyles dental diseases responsibilities washing sun safety toothpaste soap Bacteria</p> |

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| damage | | | | germs |
| <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> | <p>ELG Understanding the World: <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p> | <p>Questions: How do we use money?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What is money? How can we earn money as an adult and as a child? (Pocket money for helping). • Needs and wants – how we can't always have everything we want. • What is the role of the bank. (online banking) • Link to job in the spotlight – what different jobs do we know about. <p>Skills</p> <ul style="list-style-type: none"> • How we can use money sensibly (save or spend). | | <p>money saving spending safe influences choices banks</p> |

| Year 2 | Captivating Capitals | Terrible Tudors | Food Glorious Food | Magnificent Materials | Into the Woods | A Picture Tells a Thousand Words | Vocabulary |
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| Learning opportunities | | Prior Learning | Questions and skills | | | Date Covered | |
| <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H24. how to manage when finding things difficult</p> | | <p>Year 1 what makes a good friend. Talking about feelings and what a secret is.</p> <p>How to listen.</p> | <p>Questions:</p> <p>How can we be good friends?</p> <p>Knowledge</p> <p>Respectful friendships</p> <ul style="list-style-type: none"> • Look at the difference between friends, relatives and acquaintances. How we can have online friendships. • What does family like look like? • Look at different types of families and celebrate those differences. (Grandparents living at home, single parent families, same sex families) • Link to yr1 and talk about our emotions. What are big and small emotions? Make sure it is clear that all emotions are ok and tht we can all feel low. • What are secrets and do they need to keep them? (Linked to friendship not sexual) • How to treat others with respect and respect themselves. What does respect mean? <p>Lots of conversation about how words can hurt. Role play around secrets. Freeze frames to highlight feelings.</p> <p>Skills</p> <ul style="list-style-type: none"> • To be able to identify who loves and cares for them and talk about their family life. • How to share feelings? • How to talk to others in a respectful way. | | | | <p>respectful behaviour</p> <p>discussion views</p> <p>teasing and bullying</p> <p>At home I can get frustrated when...</p> <p>I am sad when...</p> |

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| <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p> | <p>Foundation People who help us.</p> <p>Year 1 what communities they are part of and what a community is.</p> | <p>Questions: How can we be a responsible citizen?</p> <p>How can we be a responsible citizen?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What are rules? How can be rules be different in different situations. (Rules in sport, at home, the classroom) • What is a responsible citizen? (Talk about looking after home, school, litter around school and at home) • How can we care for the environment? What improves and harms the environment? • Look at individual strengths and celebrate as a class what makes us different. How can our strengths work together to help the community? <p>Skills How to follow rules.</p> <ul style="list-style-type: none"> • How to help the environment we live in. • To be able to talk about our differences and strengths. | <p>Rules Responsible Citizen Community Environment Harm Improve Care/empathy strength</p> |
| <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they</p> | <p>Y1: Talking about feelings. How do we feel? What is loss but linked to a toy not a living thing. Focus on when we can feel sad. Looked at</p> | <p>Questions: How do we show our feelings?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What are feelings and what words can we use to describe them? (Link to 1) • How can we manage our feelings and what to do if we lose control? • Who can we ask for help? 'My mouth is volcano' Julia Cook. • Look at change and loss – look at loss of a family pet. (Moving on from ,loss of toy Y1) • Look at word 'Private' and how we can | <p>physical contact acceptable Feelings Manage control respond comfortable uncomfortable privacy right Respecting loss</p> |

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| <p>don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> | <p>word's girl and boy.</p> | <p>respect people's privacy: Those parts of the body covered by underwear are private.</p> <ul style="list-style-type: none"> • How to say if physical contact makes them feel uncomfortable or unsafe? How it's ok to say 'NO'. • When permission should be asked for and where permission needs to be given. (Look at stroking hair, touching anyone, cuddles). <p>Skills</p> <ul style="list-style-type: none"> • To talk about our feelings in detail. • How to manage out of control emotions (anger, upset). • How to say no if something makes them feel uncomfortable? | | |
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| <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | | | | |
| <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> | <p>Yr 1 Computing curriculum. How we can be safe online and on the roads. Y1: How to keep our teeth healthy. How to keep ourselves clean and what bacteria is... Look at this can keep us healthy.</p> | <p>Questions: How do we stay safe at home?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Rules and age restrictions – gaming, films, theme park rides. (Talk about how if we are safe the online worlds can be fun.) • Looking at harm in everyday situations. How can we stay safe at home? (Washing tablets, medicine around the house, cleaning products, open windows, irons or hot stoves). • Look at electrical appliances, fire safety (matches and lighters). • Safety at home, medicines and why we have them? • What can we put on our skin? What can help us look after our skin? <p>Skill</p> <ul style="list-style-type: none"> • How to make choices about games and films we watch. • How to stay safe at home. • To identify risk at home. | | <p>safety medicines harmful household products worried attract attention</p> |
| <p>H1. about what keeping healthy means; different ways to keep healthy</p> | <p>Y1: Healthy lifestyles. Dental and</p> | <p>Questions: How can we make healthy choices?</p> <p>Knowledge</p> | | <p>Healthy Nutritional food choices</p> |

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| <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. those medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> | <p>keeping ourselves clean. Looked at sunscreen to keep us safe. Looked at bacteria.</p> | <ul style="list-style-type: none"> • What does it mean to be healthy? • Look at what foods support good health? Eatwell plate or food pyramid (link to D&T food prep) What gives our bodies' good nutrition? • What happens if we eat too much sugar? • Why is physical activity important, how often we should exercise and why? • Look at the importance of sleep and what a good bedtime routine can look like. • Look at medicines that help us stay healthy. Look at vaccinations and immunisations. Why do we need medicine? Look at EpiPen and inhalers. • Recap on sun safety from Year 1. • Taking a break from devices – how long should we spend on them? Make sure we discuss that online use can be positive if we manage the time we are on it. <p>Skills</p> <ul style="list-style-type: none"> • To be able to make healthy choices when choosing food. • To understand how and why they stay active. • To be able to make sensible choices about how long to stay on devices. | | <p>physical emotional consequences challenging goals</p> |
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| <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> | <p>New topic for year 2.</p> | <p>Questions: Why do we change?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • How we change from a baby to an old -aged pensioner. How does that affect how we look and how we behave? • Do our needs change as we get older? • Look at the difference between a boy and a girl. (Vulva, vagina, penis and testicles.) • Look at changes and how they affect us. • Look forward to the new year group and new key stage. What can we do to prepare ourselves? <p>Skills</p> <ul style="list-style-type: none"> • To recognise and talk about how our bodies change. • To talk openly about our feelings towards change. | | <p>young old independence similarities differences vulva vagina penis testicles change</p> |
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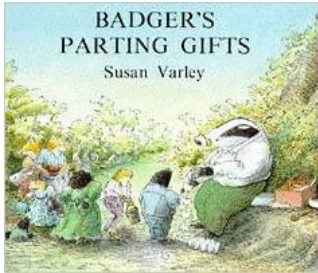
| Year 3 | Kapow | Smashing Saxons | Rock and Roll | Rockin' Romans | Awesome Oceans | The Wizarding World of Harry Potter | Vocabulary |
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| | Previous Knowledge | Questions and skills | Date Covered | respond appropriately positive healthy relationships acquaintances relatives | | | |
| <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual</p> | <p>Year 1 What is a friendship?</p> <p>Year 2 Respectful friendships. What is right and wrong.</p> <p>Year 1 and 2 What are feelings and how we can talk about them.</p> | <p>Questions: How do we develop and maintain positive and healthy relationships?</p> <p>Knowledge</p> <ul style="list-style-type: none"> To look at different types of relationships – (link to 1 and 2 on friendships, parental relationships, grandparents, teacher). How would we act in each? Are there differences? Make sure we talk about online friendships two – compare how they are different. How can we make others feel with our behaviour choices and how we talk to each other? To recognise the importance of self-respect and how this can affect their thoughts/feelings about themselves. <p>Circle time and role play could help here. Team building activities can be a positive activity. It's ok not to be friends with everyone.</p> <p>Skills</p> <ul style="list-style-type: none"> How to behave and deal with a range of relationships. To learn to talk to each other in respectful ways. (In all relationships) To recognise the importance of self-respect. | | | | | |

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| <p>respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | | | | |
| <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food</p> | <p>Year 2 Responsible citizen – looking at the environment.</p> | <p>Questions: How do your responsibilities change? How those responsibilities help you and others?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Responsible citizen – rights and duties in the wider community. Look at Human rights (link to British values). Look at difference between want and right. • How responsibilities change as we grow. • Responsibilities at home and school may be different but equally important. • Responsibilities grow as independence grows. Everyone has a role in protecting our | | <p>Responsible Citizen Behaviour Responsibilities Community Human rights</p> |

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| <p>choices) H35. about the new opportunities and responsibilities that increasing independence may bring</p> | | <p>rights. Look at scenarios – how might they behave, or should they behave? (At the library. At the park. On the bus. At the shops. At home. At school). Are responsibilities at home the same when they are 2yrs old than when they are 8yrs old? Would they be expected to do more or behave in a better way?</p> <p>Skills</p> <ul style="list-style-type: none"> • Explain how rights and responsibilities are connected. • To understand how to behave in range of situations. Reflect on personal growth and new responsibilities. | | |
| <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and</p> | <p>What it is to feel sad? Loss of toy (YR1) and pet YR2.</p> <p>What is a secret Y1. Private touch Yr2.</p> | <p>Questions: How can we describe our feelings?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Mental Wellbeing – what are good and not so good feelings? How can we recognise them? • Who can we talk to? How can we talk? Is it ok to have not so good feelings? Talk about how everyone can have mental health. <p>Use of art to show how feelings may look or feel inside of them – colour to represent feelings. (Disney film ‘Inside out’) Discussion points on feelings -</p> <ul style="list-style-type: none"> ➤ Your friends are asked to party, and you are not. ➤ People make fun of your new haircut. ➤ A family member is very sick. ➤ You don’t get the Christmas present you | | <p>feelings good not so good feelings intensity Explanations Discussion secrets</p> |

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| <p>others</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship</p> | | <p>wanted.</p> <ul style="list-style-type: none"> ➤ You are getting a new pet. ➤ You are preforming in a school play. <p>(This is not an exclusive list you can add your own.) Can we break a secret? When and who should we confide in?</p> <p>Skills</p> <ul style="list-style-type: none"> • How to recognise our feelings and be able to talk about why we feel this way. • To know who is safe to talk to and how to share their thoughts with others. | | |
| <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to</p> | <p>YR1 Stranger danger and road safety. YR2 dangers at home and with medicine.</p> <p>Fire safety is taught in Y1 and Y2 through the Behaviour and Safety curriculum</p> | <p>Questions: How do I manage risks?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What is safety – how they can manage risks and identify hazards. • What are fire risks and fire safety? <p>Safety on or around the water Rail safety: on or around</p> <ul style="list-style-type: none"> • How to be safe on devices when out and about. (Phones, tablets) <p>Look at a range of situations that children may face risks.</p> <ul style="list-style-type: none"> ➤ Walking home ➤ At the park ➤ At the beach | | <p>risks hazards dares danger assess sensible</p> |

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| <p>reduce risks and keep)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> | | <ul style="list-style-type: none"> ➤ Near a train line ➤ Walking near water ➤ Crossing a busy road • What is a dare – how can it be risky? <p>Skills</p> <ul style="list-style-type: none"> • To be able to stay safe and identify hazards when out and about. • To stay safe around, fire and water. | | |
| <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> | <p>Yr. 1 keeping teeth healthy.</p> <p>Yr2 – What is a healthy lifestyle?</p> | <p>Questions: How do we know if our lifestyle is balanced?</p> <p>Knowledge</p> <p>What will happen if we lead an inactive lifestyle? (Quick recap on healthy lifestyles – food, sleep, exercise as talked about in 1 and 2). Really focus on the impact on inactive.</p> <ul style="list-style-type: none"> • Lack of exercise • Too long on devices. • Very little sleep. • Too much sugar. • What is an informed decision? Can they create ways to encourage others to be active? In school and at home? Create an exercise plan/workout. How is exercise and fresh air important to us physically and mentally? • Poor diet and how it affects our teeth. Why do we need a dentist? <p>Skills</p> <p>To be able to make informed decisions about their lifestyles.</p> <p>To be able to talk about our lifestyles.</p> | | <p>inactive balanced positive neutral negative diet</p> |

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| <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> | | | | |
| <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> | <p>Yr. 1 – change in age. Look at loss of toy.</p> <p>Yr. 2 – Loss of pet. What changes we can have with our bodies.</p> | <p>Questions: What can change in our lives look like?</p> <p>knowledge How do we cope with loss – focus on divorce and separation as well as loss of a family member or friend. (Recap on loss of toy and pet and talk about how this change feels different). https://www.youtube.com/watch?v=sVPTbSkHa9s</p>  <p>What other changes can we have?</p> <ul style="list-style-type: none"> • New class. • New home. • New school. <p>Children can brainstorm ideas on this. Use this as a talking point to teach them feelings and emotions they may feel. Use the scenarios above or generated to use a talking point.</p> <p>Skills To recognise what a change is and be able to</p> | | <p>loss death divorce separation change managing</p> |

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| <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p> | | <p>express how it makes them feel.</p> | | |
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| Year 4 | Rockin' Rainforest | Willy Wonka's Wonderful World of Chocolate | Rotten Romans | Groovy Greeks | Shocking Mysteries | Adventures Around Europe | Vocabulary | | |
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| | Previous Knowledge | Questions and skills | Date Covered | | <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R28. how to recognise</p> | <p>Year 1 and 2 What a friend is and how we can be kind.</p> <p>Year 3 How to maintain positive friendships? Look at feelings good and bad. Looked at the different type of relationships they can have – friend, parent, teacher and just people they know...</p> | <p>Questions: What do you do if a relationship becomes unhealthy and who do I talk to?</p> <p>Knowledge What does a respectful friendship look like?? When does a relationship become unhealthy? Acting out a role play – how might they solve conflicts? Can they recognise a conflict they have had – could they have solved it better? How? (Remind child to not use any people's names just to write about the event). Use of comic strip to detail how to solve conflicts appropriately. What do they do if they cannot resolve a conflict – who can they ask for help? Can they ask the same people if it is a conflict at home? Who can they talk to if a relationship goes wrong?</p> <p>Skills</p> <ul style="list-style-type: none"> • To be able to recognise an unhealthy friendship and ask for help. • To be able to talk through conflict in a respectful way. | | <p>healthy relationship</p> <p>unhealthy relationships</p> <p>bullying</p> <p>abuse</p> <p>conflict resolution</p> |

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| <p>pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> | | | | |
| <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> | <p>Looked at people who keep them safe in foundation. What a community is? YR 1. What are their responsibilities? YR3.</p> | <p>Questions: What laws are in place to keep us safe?</p> <hr/> <p>Knowledge Responsible citizen – laws and rules. (Link with British values). To identify and understand the rights of the child What laws and rules do we have in school? What about as an adult – what laws are there then? Why do we have laws? What happens if we don't follow rules? Could look at the role of the police and the courts – here to keep us safe.</p> <p>Skills To be able to make sensible choices about what they can and cannot do in school. To recognise that laws keep us safe and be able to talk about rules outside of school that keep us safe.</p> | | <p>Responsible citizen Community Consequence Law Rules Adult roles</p> |
| <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and</p> | <p>(Teacher led lessons)</p> <p>Yr. 1 Keeping</p> | <p>Questions: How do my emotions change and why?</p> <hr/> <p>Knowledge What is physical and mental health? How can we look after these?</p> | | <p>positive negative mental health physical health emotional health</p> |

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| <p>behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> | <p>ourselves clean. What is a girl and boy? Brushing teeth.</p> <p>Yr. 2 What is the difference between a girl and boy. Names of private genitalia.</p> | <p>Changing body lesson. What’s the difference between boys and girls? (Recap body parts from Year 2) How do we change as we grow up. Focus on bodily changes i.e., sweating and the need to keep clean. They need to think about</p> <ul style="list-style-type: none"> • Teeth • Washing their hands and bodies. • Changing clothes daily. • Washing hair. <p>DO NOT TALK ABOUT PUBERTY. (Will feed into puberty lesson for year 5 – who will look at puberty)</p> <p>Skills</p> <p>To recognise the difference between physical and mental health and to be able to talk about themselves.</p> <p>To know how to keep themselves clean and stop themselves from beginning to smell.</p> | | <p>conflicting emotions overcome Puberty Vulva Vagina Urethra Labia Penis Testicles Sweat Personal hygiene</p> |
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| <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> | | | | |
| <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other</p> | <p>Yr. 1 Keeping our bodies clean and brushing our teeth. Look at bacteria.</p> <p>YR 2 Healthy diet and how that affects us. Medicines and being safe at home with them.</p> <p>Yr. 3 Inactive and active lifestyles. The effects on us mentally and physically.</p> | <p>Questions: What can we do to keep ourselves healthy?</p> <p>Knowledge Look at illness and how to treat.</p> <ul style="list-style-type: none"> • Bacteria and virus – what are they? • What is the difference with an allergy? • Immunisations – why do we need them? • What is sunstroke? Why do we use sunscreen? <p>How to prevent illness</p> <ul style="list-style-type: none"> • Daily hygiene (recap on last topic) • Why can food keep us healthy- look at the vitamins it gives our bodies? Water. • Exercise – how it can become a habit. • Sleep. <p>Skills To recognise that key foods can help us to stay healthy and make those choices. To think about their lifestyles and choose how stay healthy.</p> | | <p>bacteria virus Immunisations Healthy Suncream Heat stroke Hygiene Habits Allergy</p> |

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| <p>activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> | | | | |
| <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> | <p>Foundation – people who look after us.</p> <p>YR 1 Dentist. Road safety and lollipop ladies.</p> <p>YR 2 Rules and how to be a responsible citizen.</p> <p>Yr3 – How they manage risk. Look at dares. Looking at scenarios and spotting the danger.</p> | <p>Questions: Who helps me to stay safe in the wider community?</p> <p>Knowledge Look at the idea of community. Are they part of one? What communities are there out there? People who are responsible for keeping them safe;</p> <ul style="list-style-type: none"> • At the beaches – lifeguard • On the roads – lollipop lady or road crossings. • In school – teachers, TAs and dinnertime staff. • Near trains – at station or just the train line. • Park – parents or if alone, themselves. <p>Teach them that they are responsible for themselves in some these situations. (Recap on danger spot lesson) What does it mean to have compassion and keep others safe? How could they keep their peers safe? (Look at the above)</p> <p>Skills</p> | | <p>Responsibility. Community. Safety. Compassion Danger responsible</p> |

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| | | To be able to spot danger for themselves or for others. | | |
| <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H36. strategies to manage transitions between classes and key stages</p> | Yr. 1 – What makes them unique? | <p>Questions: Do stereotypes limit society?</p> <p>Knowledge What are stereotypes? (Let toys be toys lesson). Are stereotypes in the media? How can we challenge stereotypes? Do stereotypes inhibit them? Look at job roles – who can have that job? Pilot, engineer seen as male job. Hairdresser/nurse seen as female. Is that healthy? What qualities do they have – what could they do? Aspirations and talent – who do they want to be?</p> <p>Skills To recognise what a stereo type and talk about it. To talk about their skills and talents – linking them to a future aspiration.</p> | | <p>stereotypes</p> <p>society</p> <p>media</p> <p>job roles</p> <p>qualities</p> <p>self-worth</p> <p>challenge</p> <p>aspirations.</p> |

| Year 5 | In vaders and Traders | Narnia | Wonders of the universe. | Ancient Egypt | Human Body | Innovative Inventions | Vocabulary |
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| | Previous Knowledge | Questions and skills | Date Covered | respect feelings concerns constructively challenge resolve conflict negotiations decisions explaining choices support Self-respect | | | |
| <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to</p> | <p>Autumn 1</p> <p>Yr. 4 How can we resolve conflict. What is does an unhealthy relationship look like.</p> <p>Looked at different relationships not romantic.</p> | <p>Questions: How do I respect other's feelings when we disagree?</p> <p>Knowledge Recap on respectful friendships – what they say and do and how it can make others feel. https://www.youtube.com/watch?v=ghk-nDJB3Tk</p> <p>New learning -How can it be different face to face compared to online/other a text? Would you resolve it differently? How can they seek support if they feel excluded or left out? Look at idea of constructive disagreements. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with What does peer pressure mean? Look at scenarios;</p> <ul style="list-style-type: none"> • Being asked to go somewhere you don't feel safe. • Asked to dress the same or wear something. • Play a game/watch a film you don't want to. • To share information about themselves or their family. <p>How to say 'NO' and who to talk to.</p> <p>Skills To recognise and be able to talk about conflict. Know who and how to ask for help. To recognise what peer pressure looks like and how to say NO.</p> | | | | | |

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| <p>improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> | | | | <p>Money Interest Loan Debt Tax Save Spend Wages Payslip Value Need and want</p> |
| <p>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions</p> | <p>Yr. 1 What is money.</p> | <p>Questions: Am I a critical consumer?</p> <hr/> <p>Knowledge What is money and how does it play a role in their lives?</p> <ul style="list-style-type: none"> • Interest • Loan • Debt • Tax <p>Look at a payslip – how do we earn money? What happens with our wages do we get all of it? Why not? Save or spend (recap on year1) How can we keep track of our money and how we budget? How can money affect people's wellbeing. (Real life link to cost of living crisis) What makes something 'good value'. How do shops entice us to spend?</p> <p>Skills To be able to talk about what money is and how it can be used? To recognise is something is good value – talk about needs and wants.</p> | | |

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| <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and</p> | <p>Yr. 1 How we feel.</p> <p>Yr. 2 How we show feelings. How we make healthy choices.</p> <p>Yr. 3 Inactive lifestyles effect on mental health.</p> <p>Yr. 4 What is physical and mental health. Look at illness and prevention.</p> | <p>Questions: What affects my emotional wellbeing?</p> <p>Knowledge What do we mean by emotional well-being? Look at the 5 ways to well-being;</p> <ul style="list-style-type: none"> • Connect • Active • Take notice • Learn • Give <p>Taking all the learning from Year 1 to 4 – how can they achieve these ways above? What strategies will they use to ensure they look after their own wellbeing?</p> <p>New learning - Impact of excessive time on electronic devices. How can they manage their time online? Look on impact to mental health. Eyes and brain activity. https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/problems-sleeping/</p> <p>To understand what mental health is and how it can affect everyone? Highlight that if people have mental health problems, they may not always loom sad or show it.</p> <p>Skills How to recognise if their mental well-being is low and what they can do to improve it.</p> | <p>electronic devices</p> <p>positive and negative</p> <p>controllable and uncontrollable</p> <p>excessive</p> <p>intensity of feelings</p> <p>Sleep</p> <p>Inactive</p> <p>Mental health</p> <p>Managing</p> <p>Strategies</p> <p>Situations</p> <p>respond</p> |
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| <p>support; and that it is important to discuss feelings with a trusted adult</p> | | | | |
| <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things</p> | <p>Link to computing/online safety curriculum – form Year 1 to 4.</p> | <p>Questions: What is the impact of information online?</p> <p>Knowledge To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. Cyber bullying: what we post online, who sees this and what impact can or does that have? https://www.net-aware.org.uk/tips-and-advice/ https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching How information and data can be shared online. Look at ranked data and how people can be targeted for commercial purposes. Does online information disappear?</p> <p>Skills To make sensible choices of what to share online. To understand and recognise that what is said on-line cannot be taken away.</p> | | <p>cyberbullying impact resisting pressure dangerous unhealthy anxious protecting personal information consequences trolling self-respect</p> |

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| <p>that should not be shared on social media; rules surrounding distribution of images</p> | | | | |
| <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> | <p>Yr. 2 Age restrictions on films and games.</p> <p>Yr. 3 Staying safe on devices when out and about.</p> <p>Yr. 4 Using technology appropriately and not for too long.</p> | <p>Questions: What does a smart phone user look like?</p> <p>Knowledge Look at owning a mobile phone and the responsibility that comes with that. How do you stay safe? Why do you need to be careful when using a mobile phone in public – Risk of it being stolen. Lack of concentration if walking. What is online gaming and how many different ways can they play them? What does age-appropriate mean and age restricted mean? What do we need them? Look at age appropriate for TV, films and games – why are they in place? What should they do if they see something and it upsets them?</p> <p>Skills To choose appropriate games for their age. How to use mobile phones safely.</p> | | <p>Smart phone safe user habits appropriate/not appropriate online gaming concerned uncomfortable</p> |

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| <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but</p> | <p>Yr. 2 – secrets and inappropriate touch.</p> <p>Yr. 4 - body parts and keeping clean.</p> | <p>Questions: How do I protect the rights of my body?</p> <hr/> <p>Knowledge</p> <p>Managing change – puberty and FGM. Naming key body parts. What is Puberty? Look at erections and wet dreams – why do they happen? Is it ok?</p> <p>PLEASE LOOK AT FGM AND PUBERTY IN SEPERATE WEEKS – DO NOT LINK THEM.</p> <p>What is marriage and when can I do this? Do I have rights? Forced marriage – what is this and why can it happen? Seeking and giving permission – inappropriate touch or kissing. When NO means no! What to do and who to talk to. Consent.</p> <p>Skills</p> <p>To be able to talk about how our bodies change through puberty. To be able to say ‘No’ to anything that makes me feel uncomfortable.</p> | <p>Puberty Periods FGM menstrual cycle pubic hair hygiene bodily odour blood sperm ejaculation wet dreams sanitary products protect adams apple breasts nipple areola Penis Vagina Vulva Urethra Scrotum Consent marriage</p> |
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| may also live apart | | | | | | | |
| Year 6 R26. about seeki | Vile Victorians | Extinct? | Voyagers | Amazing Australia | Over The Top | Survival | Vocabulary |
| permission (consent) in | Previous | Questions and skills | | | | Date | |
| different situations | | | | | | | |

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| <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and</p> | <p>Autumn 1</p> <p>Builds upon learning throughout the key stages.</p> <p>YR1 boys and girls. Friendships.</p> <p>Yr2 Good friends. Secrets should never be kept. Change as we grow older.</p> <p>Yr. 3 positive friendships and how to maintain.</p> <p>Yr. 4 Personal hygiene around puberty and body parts.</p> <p>Yr. 5 Puberty and consent.</p> | <p>Questions:</p> <p>What is a personal boundary, and do we have a right to privacy?</p> <p>Knowledge</p> <p>What do respectful friendships look like? Who are trusted adults? Acceptable and unacceptable touch. How can children deal with this? What is physical contact and what is acceptable? How can they respond if it is not ok? What is privacy? Do we need to share everything? When is it O.K to keep a secret? What secrets should we share? Look at all relationships in their lives – look at romantic too. Discussion points;</p> <p>Skills</p> <p>To have a clear understanding on personal boundaries and to have strategies to disclose to a trusted adult if you feel uncomfortable.</p> | | <p>Physical contact</p> <p>personal boundary</p> <p>secrets</p> <p>privacy</p> <p>rights</p> <p>confidential</p> <p>willing to share</p> <p>respect</p> <p>trust</p> <p>privacy</p> <p>boundary</p> <p>Enterprise Skills</p> |

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| <p>report concerns if worried about their own or someone else's personal safety (including online)</p> | | | | <p>Teamwork How to lead Listening Spending Decisions Career Salaries</p> |
| <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job</p> | <p>Yr. 5 What is money? Bank, debt, loan. Save or spend. Value for money and what it means.</p> | <p>Questions: What is an enterprise?</p> <hr/> <p>Enterprise and Money – Understanding of an enterprise and how we can use these skills;</p> <ul style="list-style-type: none"> • Working in a team • Leading • Listening carefully • Sharing ideas • Problem-solving • Using imagination • Staying positive • Aiming high <p>That people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity).</p> <p>what might influence their decision in choosing a career?</p> <p>Jobs to look at;</p> <ul style="list-style-type: none"> • Teacher • Doctor – nurse, dentist • Engineer • Trades – plumber, builder etc... • Factory worker • Vet • Hairdresser • Chef • Scientist • artist • Sales | | |

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| <p>that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> | | <p>Differing salaries – does lots of money bring happiness?</p> <p>Skills</p> <p>To understand what a business can look like. To identify skills needed for jobs and think about the skills they have.</p> | | |
| <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings</p> | <p>YR 1 What are emotions?</p> <p>Yr. 2 active lifestyles and how I can affect you.</p> <p>Yr. 3 Being inactive.</p> <p>Yr. 4 How emotions change.</p> | <p>Questions:</p> <p>How can I get help to manage my emotional wellbeing?</p> <p>Knowledge</p> <p>Mental Wellbeing – look at self-care techniques including hobbies and recap on ways to well-being.</p> <p>Looking at what a volunteer is and their role in society. How helping others can help your well-being?</p> <p>Community groups – What is in the local community? Is this for you or to help others?</p> <p>Talk about what the children already do – share</p> | | <p>community well-being self-care volunteer</p> |

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| <p>can change over time and range in intensity</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> | <p>Yr. 5 Importance of sleep. What too much time on digital devices can do. Ways to will-being.</p> | <p>ideas. Look at feelings and how they can change. Look at big and small feelings and that they are all ok. Respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background. Skills To be able to choose tasks to help with their well-being. To recognise that people have differences and be able to talk about them in a respectful way.</p> | | |
| <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should</p> | <p>Spring 2</p> <p>Yr. 4 Stereotypes</p> <p>YR 5 impact of information online.</p> | <p>Questions: How does the media present information?</p> <p>Knowledge Look at social media and how to use this responsibly. How information can be misunderstood. How can we ensure that we keep ourselves safe? Explore and critique how the media presents information. How can it be positive and negative? What is truth with what we see? Look at Dove campaign with body positivity and retouching of images. How can texts/images be manipulated?</p> <p>Skills To be able to choose what they show online and make sure it will not compromise them.</p> | | <p>Media information truth reality feelings pressure unacceptable unhealthy risky critique misrepresent mislead</p> |

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| <p>not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> | | | | |
| <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> | <p>Summer 1 Yr. 1 teeth brushing</p> <p>Yr. 2 medicine in home. Healthy lifestyles.</p> <p>Yr. 3 Managing risks. Habits around exercise.</p> <p>Yr. 4 Drugs to keep us well. Immunisations, bacteria and viruses.</p> | <p>Questions: How can drugs help and harm us?</p> <p>Knowledge Healthy lifestyles – habits, drugs, alcohol and energy drinks. What are the effects? Legal and illegal drugs? (Look at marijuana). Smoking – what is normal? Vaping – is it safe? What are the messages presented in the media? What is the effect of smoking on the body? What is a habit? How can we stop something becoming a habit? What effects do these have on our health and well-being? How does alcohol effect the body? Why do people drink alcohol? Oral hygiene – what can be the effects of smoking and your teeth? Energy drinks?</p> <p>Skills To be able to recognise the risks of what we put into our bodies.</p> | | <p>alcohol smoking substances tobacco restricted illegal habits vaping oral hygiene</p> |

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| <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> | | | |
| <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H23. about change and loss, including death, and how</p> | <p>Summer 2 Yr. 1 loss of toy</p> <p>Yr. 2 Loss of pet</p> <p>Yr. 3 Loss of family member and divorce.</p> <p>Yr. 4 Puberty regarding hygiene.</p> <p>Yr. 5 Puberty and FGM.</p> | <p>Questions: How do we cope with change?</p> <p>Knowledge Managing change – puberty and human reproduction.</p> <ul style="list-style-type: none"> • Look at the egg and sperm and how this creates a baby. • How it grows in the womb, and it is only females that can carry. • Look at loving relationships and that sex to create a baby is between a man and a woman. • Talk about how sex can be a nice thing not just to create a baby. (Use cartoon images). • Sex can be between people that love | <p>puberty transition reproduction loss emotions cope vagina vulva urethra penis testicles Adams apple sperm egg womb gender identity</p> |

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| <p>these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R2. that people may be attracted to someone emotionally, romantically and</p> | | <p>each other but needs to both consenting and 16yrs.</p> <p>Gender identity. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>Talk about transitions to another school and that change.</p> <p>All change and loss – death, divorce and schools. How can we cope with these changes? Share scenarios as talking points.</p> <ul style="list-style-type: none"> • Family member dying. • Pet dying. • Parents divorcing. <p>How to express and manage grief.</p> <p>Skills</p> <p>To talk about emotions and how they feel to others.</p> <p>To recognise different emotions.</p> <p>To know what consent, it and how they can consent (what that looks like)</p> | | <p>attraction</p> |
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sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different