



## Curriculum Overview for PSHE

Sources: PSHE Association – 3 themes of: Relationships, Living in the Wider World and Health and Well-being. DfE Guidance for Relationships and Sex Education (RSE). Christopher Winters Project (CWP) for Drug Education and RSE. Community Sports and Education Trust – Positive Minds programme – Year 6

	Autumn			Spring			Summer		
<b>Nursery</b>	Friendships		Digital Safety	Feeling Good (Feelings and emotions)		Feeling safe	Keeping healthy (Nutrition and exercise)		Keeping safe (Road/Bike) Transition and Change
<b>Reception</b>	Friendships		Keeping healthy (Nutrition and exercise)	Feeling Good (Feelings and emotions)		Digital safety	Keeping safe (in the home)		Digital safety Transition and Change
<b>Year 1</b>	Respecting ourselves and others	Digital resilience and keeping safe	Families and friendships	Community and Citizenship	Health and Well-being	Living in the wider world	Health and Well-being Our Bodies		Growing and changing
<b>Year 2</b>	Families and Friendships	Digital resilience and keeping safe	Safe Relationships	Health and Well-being	Health and Well-being	Community and Citizenship	Health and Well-being Our Bodies		Growing and changing
<b>Year 3</b>	Respecting ourselves and others	Digital resilience and keeping safe	Community and Citizenship	Community and Citizenship	Families and Friendships	Health and Well-being	Health and Well-being Our Bodies	Living in the wider world	Growing and changing
<b>Year 4</b>	Digital resilience and keeping safe	Respecting ourselves and others	Community and Citizenship	Health and Well-being	Health and Well-being	Living in the wider world	Health and Well-being Our Bodies		Growing and changing
<b>Year 5</b>	Families and friendships	Digital resilience and keeping safe	Respecting ourselves and others	Community and Citizenship	Community and Citizenship	Living in the Wider World	Health and Well-being Our Bodies		Health and Well-being
<b>Year 6</b>	Safe Relationships	Digital resilience and respect	Money/Community and citizenship	Living in the wider world	Health and Well-being Our Bodies	Health and Well-being Our Bodies	Positive Minds		Positive Minds

## Early Years

**Educational Programmes (Statutory)**

### **Personal, Social and emotional development**

*Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.*

### Characteristics of Effective Learning

#### **Playing and Exploring**

children investigate and experience things, and 'have a go'

#### **Active Learning**

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

#### **Creating and Thinking Critically**

children have & develop their own ideas, make links between, and develop strategies for doing things

**Nursery (Non-statutory Development Matters)**

### **3-4 year olds will be learning to:**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  
 Develop their sense of responsibility and membership of a community.  
 Become more outgoing with unfamiliar people, in the safe context of their setting.  
 Show more confidence in new social situations.  
 Play with one or more other children, extending and elaborating play ideas.  
 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  
 Increasingly follow rules, understanding why they are important.  
 Remember rules without needing an adult to remind them.  
 Develop appropriate ways of being assertive.  
 Talk with others to solve conflicts.  
 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
 Understand gradually how others might be feeling.  
 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  
 Make healthy choices about food, drink, activity and tooth brushing.

### Knowledge and Skills

Select and use activities and resources, with help when needed.  
 Develop their sense of responsibility and membership of a community.  
 Become more outgoing with unfamiliar people, in the safe context of their setting.  
 Follow rules, understanding why they are important.  
 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Show more confidence in new social situations.  
 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'  
 Understand gradually how others might be feeling.  
 Play with one or more other children, extending and elaborating play ideas.  
 Remember rules without needing an adult to remind them.

Find solutions to conflicts and rivalries  
 Develop appropriate ways of being assertive.  
 Talk with others to solve conflicts.  
 Make healthy choices about food, drink, activity and tooth brushing

	Settling in- Making friends My body/hygiene  What makes you unique? What makes you smile? How can you look after your body? Can you name your body parts and know which parts should be private?	Keeping safe- Internet <b>Digi Duck</b>  <b>Community</b>  What animals live around us?  How can we help take care of them [hedgehogs] in the winter? (fundraising event).	Feeling good (feelings and emotions) <b>Dental care</b>  How does it make you feel? How does it make others feel? How can you look after your teeth?	Keeping safe (physically, emotionally and on the Internet) <b>Digi Duck</b>  Where do you feel safe? What can you do if you feel unsafe?	Keeping healthy (nutrition and exercise)  How can you stay healthy? Which foods are healthy?	Keeping safe (internet, road, water) <b>Digi Duck</b> Transition and change  How can you stay safe on your bike/ near water? What are you looking forward to next year? What am I nervous about?
--	--	---	---	--	---	--

**Reception**  
**(Non-statutory Development Matters)**

See themselves as a valuable individual.  
 Build constructive and respectful relationships.  
 Express their feelings and consider the feelings of others.  
 Show resilience and perseverance in the face of challenge.  
 Identify and moderate their own feelings socially and emotionally.  
 Think about the perspectives of others.  
 Manage their own needs.  
 Personal hygiene  
 Know and talk about the different factors that support their overall health and wellbeing. including:  
 regular physical activity  
 healthy eating  
 tooth brushing  
 sensible amounts of 'screen time'  
 having a good sleep routine  
 being a safe pedestrian

**Knowledge and Skills**

Manage their own needs (personal hygiene) Build constructive and respectful relationships See themselves as a valuable individual.	Know and talk about the different factors that support their overall health and wellbeing: ( <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian</i> ) Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Think about the perspectives of others.
--	--	---

Settling in- Making friends My body/hygiene <b>PANTS</b> Keeping safe (internet)	Keeping healthy (nutrition and exercise)  Which foods will keep you healthy?	Feeling good (feelings and emotions) <b>Dental Care</b> Keeping safe (Road Safety)	Keeping healthy (nutrition and exercise)  Keeping Safe (on the internet)	Keeping safe (physically, emotionally, and at home)	Keeping safe (internet) <b>Digi Duck</b> Transition and change
---	--	--	--	---	--

	<p><b>Digi Duck</b></p> <p>What makes you unique? How can you look after your body? Can you name your body parts and know which parts should be private?</p>	<p>Which foods are good for your bones and teeth? Which foods give you good energy? How can you keep your heart healthy?</p>	<p>How does it make you feel? How does it make others feel? How can you stay safe by the road/riding your bike? How can you look after your teeth?</p>	<p><b>Digi Duck</b></p> <p>Where does healthy food come from? How can you grow / cook healthy food? How do you feel when you exercise / eat healthy? What happens if you don't exercise / eat healthily?</p>	<p>Where do you feel safe? What can you do if you feel unsafe? How can you stay safe online? Which things might be dangerous in your house/garden?</p>	<p>What are you looking forward to next year? What are you nervous about? What can you do if you are feeling nervous or anxious? What makes you feel good?</p>
<b>Early Learning Goals (ELG) - END of Reception</b>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>		<p><b>ELG: Managing Self</b> Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p><b>ELG: Building Relationships</b> Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	
<b>Vocabulary</b>	charity sanctuary safe unsafe healthy unhealthy rules routines dangerous <i>trust private</i>					

	Autumn	Spring	Summer
<b>Year 1</b>	<p>Respecting ourselves and others</p> <p>what kind and unkind behaviour means in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns</p> <p>Keeping safe</p> <p>how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online</p>	<p>Belonging to a community how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it</p> <p>Health and Well-being</p> <p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p>	<p>Health and Well-being - Our Bodies to know that they can be friends with people who are different to them to name the main parts of the body including external genitalia know how people grow and change and how people's needs change as they grow from young to old to identify the people who love and care for them and what they do to help them feel cared for know about different types of families including those that may be different to their own that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>

	<p>whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> <p>Families and friendships</p> <p>Learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>		<p>Living in the wider world</p> <p>what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p>			<p>Growing and changing <i>Transition</i></p> <p>how rules and restrictions help to keep them, and others, safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers what they like/dislike and are good at how to manage change when moving to a new class/year group</p> <p>to set a personal goal they would like to achieve in Year 2</p>		
<p><b>Destination questions</b></p>	<p>Respecting ourselves and others</p> <p><b>Recap:</b> <i>In Reception, you talked about making friends. Do you like having friends in school?</i></p> <p>What does being kind mean? What is respect? How can we be kind and show respect?</p> <p><b>Next Steps:</b> <i>In Year 2, you are going to learn more about what makes a good friend.</i></p>	<p>Keeping safe</p> <p><b>Recap:</b> <i>In Nursery and Reception, Digi-duck helped you learn some rules for staying safe on the Internet. Can you remember them?</i></p> <p>How do rules keep me safe? How can I be safe online? What can I do if something I see online makes me feel bad? Who keeps us safe?</p> <p><b>Next Steps:</b> <i>In Year 2, you are going to learn more about staying safe online.</i></p>	<p>Families and friendships</p> <p><b>Recap:</b> <i>In Reception, you thought special times you spend with your family.</i></p> <p>Who is in my family? How does my family care for me? Are all families the same? What can I do if I am worried about something in my family?</p> <p><b>Next Steps:</b> <i>In the summer term, we are going to learn more about families.</i></p>	<p>Belonging to a community</p> <p><b>Recap:</b> <i>In Nursery and Reception, we learned about home and school. Where else do you spend time?</i></p> <p>What is around us? Our home? Our school? Who and what lives in our local environment? What do we like/dislike about our environment? What damages our environment?</p> <p><b>Next Steps:</b> <i>In Year 2, you are going to think about the</i></p>	<p>Health and Well-being</p> <p><b>Recap:</b> <i>In Nursery and Reception, you learned about looking after your teeth and eating healthily. Why is that important?</i></p> <p>How can we look after our bodies? Why do we use medicines? Who can give us medicine?</p> <p><b>Next Steps:</b> <i>In Year 2, you are going to learn how to spot dangers and stay safe around the home.</i></p>	<p>Living in the wider world</p> <p><b>New learning:</b> <i>Where do you go shopping?</i></p> <p>Have we ever received money and where did it come from? What did we do with our money? Where do other people get money from? Why do people save money?</p> <p><b>Next Steps:</b> <i>In Year 3, you are going to think more about how people earn money.</i></p>	<p>Health and Well-being - Our Bodies</p> <p><b>Recap:</b> <i>In Reception, you learned about keeping safe. Can you tell me which parts of your body are private.</i></p> <p>Can we be friends if we are different? How do we grow and change? What different types of family are there? What is touch? Who can I ask for help?</p> <p><b>Next Steps:</b> <i>In Year 2, you will find out more the differences between girls and boys.</i></p>	<p>Growing and changing <i>Transition</i></p> <p><b>Recap:</b> <i>In Reception, you thought about moving to Year 1, and what would be different about it. How did you feel? How do you feel now?</i></p> <p>Why do we wear seat belts in cars? Why do we wear helmets when we ride scooters or bikes? What can I do for myself? What am I good at? How do I know? What would I like to be able to do? What do I need help with?</p> <p><b>Next Steps:</b> <i>In Year 2, you can work on your special goal. What can you do if you complete it?</i></p>

				<i>seaside environment, and how to look after it.</i>				
<b>Vocabulary</b>	Sharing, co-operation, kindness, fairness, relationship, feelings, name-calling bullying,	<b>comfortable, uncomfortable, rules, respect, behaviour, safety</b>	mum dad sister brother grandparents aunty uncle family <b>relationship feelings sharing</b>	<b>local, community,</b> develop, <b>litter,</b> rubbish bins, recycling, composting, <b>environment, grounds,</b> improve	<b>Physical, Safety, Virus, vaccination, injection, nasal spray,</b>	<b>bank, belongings,</b> choice, <i>debt, borrow, earn, lend, money, money box, needs, (to) own,</i> right, <b>safe, wants,</b>	clean, <b>similar, different, family, boy, girl, female, male,</b> new-born, baby, toddler, child, teenager, adult, <b>private parts, penis, vulva, it's your body, touch, saying no,</b>	<b>moving, new, goals, self-esteem, confidence</b>
	<b>Autumn</b>			<b>Spring</b>		<b>Summer</b>		
<b>Year 2</b>	Families and Friendships			Health and Well-being		Health and Well-being - Our Bodies		
<b>NC and additional skills and knowledge</b>	<p>how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>Digital resilience and keeping safe</p> <p>how to keep safe online how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>			<p>how to recognise, name and describe a range of feelings, including loneliness, worry to know there is a link between our mental and physical health what helps them to feel good, or better if not feeling good how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it</p> <p>Health and Well-being</p> <p>how to be physically active and how much rest and sleep they should have every day that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>Belonging to a community</p> <p>what can harm the local and global environment; how they and others can help care for it</p>		<p>to understand the concept of gender stereotypes and that stereotypes can be challenged to name the main parts of the body including external genitalia to explore some of the differences between males and females and to understand how this is part of the lifecycle – science linked. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Growing and changing <i>Transition</i></p> <p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how to manage change when moving to a new class/year group</p>		



	<p>Safe Relationships</p> <p>about what bullying is and different types of bullying  how someone may feel if they are being bullied  how to recognise hurtful behaviour, including online  what to do and whom to tell if they see or experience hurtful behaviour, including online  about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help  how to resist pressure to do something that feels uncomfortable or unsafe, including secrets  how to ask for help if they feel unsafe or worried  and what vocabulary to use</p>			<p>about things they can do to help look after their environment  about the different roles and responsibilities people have in their community  explain the shared responsibility we have to take care of our environments for others suggest some steps they could take as an individual and as a class to improve the environment  identify that needs all living things have rights or needs (e.g. pets or animals)</p>	<p>to set a personal goal they would like to achieve in Year 3</p>			
<p><b>Destination questions</b></p>	<p>Families and Friendships  <b>Recap:</b> <i>In Year 1, you thought about how we can be kind and respectful towards each other.</i></p> <p>What makes a good friend?</p> <p>What makes a good playtime?</p> <p>What can I do if I fall out with a friend?</p> <p>How can I help a friend to feel better?</p> <p><b>Next Steps:</b> <i>In Year 3, you are going to learn about how</i></p>	<p>Digital resilience and keeping safe  <b>Recap:</b> <i>In Year 1, you learned what to do if you saw something online that made you feel uncomfortable. What can you do?</i></p> <p>How can I stay safe online?</p> <p>Can I have friends online?</p> <p>What can I do if something feels unsafe or scares me online?</p> <p><b>Next Steps:</b> <i>In Year 3, you are going to learn</i></p>	<p>Safe Relationships  <b>Recap:</b> <i>In Year 1, you thought about how kind and unkind behaviour makes people feel.</i></p> <p>What is bullying?</p> <p>How does bullying make us feel?</p> <p>How can we stop bullying?</p> <p>What is a safe secret?</p> <p>Is it okay to make someone do something they do not want to do?</p>	<p>Health and Well-being  <b>Recap:</b> <i>In Year 1, you learned about how to ask for help if you are feeling sad.</i></p> <p>What happens to my body when I feel sad?  Happy?  Nervous?  Scared?</p> <p>How can I make myself feel better if I am not feeling good?</p> <p>Who can I ask for help?</p> <p><b>Next Steps:</b> <i>In Year 4, you are going to learn</i></p>	<p>Health and Well-being  <b>Recap:</b> <i>In Year 1, you thought about different ways you keep yourself safe. Why is it important to wear a helmet when you are on a scooter?</i></p> <p>How does sleep help us?</p> <p>Why is it important to play outside and be active?</p> <p>How can I be safe outside?</p> <p>Why do we need to take extra care in the sun?</p>	<p>Belonging to a community  <b>Recap:</b> <i>In Year 1, you learned about looking after our local environment. What does local mean?</i></p> <p>What is good about the seaside?</p> <p>How can we stay safe near water?</p> <p>What makes these places not so good?</p> <p>Whose responsibility is it to look after the seaside environment?</p>	<p>Health and Well-being - Our Bodies  <b>Recap:</b> <i>In Year 1, you learned about medicines and who gives them to us. What medicines are safe to take? What does risk mean?</i></p> <p>What does a hazard symbol mean? Where might we see it in the home?</p> <p>Do all hazards have a warning? How do we identify them?</p> <p><b>Next Steps:</b> <i>In Year 3, you will learn more about keeping your body healthy.</i></p> <p>Health and Well-being - Our Bodies  <b>Recap:</b> <i>In Year 1, you thought about how we are different – can we</i></p>	<p>Growing and changing <i>Transition</i>  <i>In Year 1, you set a special goal for yourself – have you achieved it yet?</i></p> <p>When can we choose for ourselves?</p> <p>How does it feel to make a mistake?</p> <p>What does it feel like when we lose something?</p> <p>How can I ask for help when change happens?</p> <p>What do I need for year 3? What changes will I notice?</p> <p><b>Next Steps:</b> <i>In Year 3, you will think more about how you can achieve your goals.</i></p>

	<i>friendships change.</i>	<i>about what we can share online.</i>	<b>Next Steps:</b> <i>In Year 3, you are going to learn more about how we can be kind to everyone.</i>	<i>about how feelings can change and how to manage them.</i>	<b>Next Steps:</b> <i>In Year 3, you are going to find out how regular physical activity is good for our bodies and our feelings.</i>	What could we do to improve our environment?  <b>Next Steps:</b> <i>In Year 4, you are going to learn about how what we buy can affect the environment.</i>	<i>be friends with someone who is different to us?</i>  Do girls wear pink and boys wear trousers?  What are the differences between males and females?  Are our body parts the same?  <b>Next Steps:</b> <i>In Year 3, you are going to learn more about personal space.</i>	
<b>Vocabulary</b>	kindness, fairness, <b>trust</b> , <b>opinion</b> , <b>listening</b> , <b>caring</b> , <b>teasing</b> , <b>share</b> , <b>similar</b> , <b>special</b> , <b>unique</b> , like, <b>secrets</b> , uncomfortable	<b>comfortable</b> <b>uncomfortable</b> <b>rules</b> <b>respect</b> <b>behaviour</b> <b>safety</b> , secrets, uncomfortable	<b>bully/ing</b> , <b>cyberbullying</b> , opinion, listening, caring, teasing, <b>persuade</b> , <b>problems</b> , <b>network</b> , <b>influence</b>	feelings, mental health, physical health, lonely, sad, love, worry, network, support, <b>empathise</b> <b>empathy</b> , self-esteem	<b>screen time</b> , exercise, happy, healthy, not so healthy, <b>responsible</b> , rest, <b>UV rays</b> , <b>sun block</b>	community, evidence, <b>water safety</b> , environment, improve, <b>seaside</b> , <b>coast</b> , <b>rescue</b>	safe, unsafe, risk, no risk, dangerous, <b>hazard</b> , <b>hazard symbol</b> , liquid, alcohol, cigarettes, matches, lighter,  similar, different, boy, girl, female, male, <b>sex</b> , <b>gender roles</b> , belong, <b>stereotype</b> , choice, penis, vulva, <b>it's your body</b> , <b>touch</b> , <b>saying no</b> , <b>consent</b>	feelings, change, <b>loss</b> , <b>bereavement</b> , <b>sadness</b> , family, friendship, <b>healing</b> , <b>growing up</b> , angry, cry, death, divorce, excited, guilty, happy, help, lonely, moving, new, <b>separation</b> , shout, talking, understand, goals, self-esteem, confidence

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	Respecting ourselves and others	Community and Citizenship	Health and Well-being - Our Bodies
<b>National Curriculum and additional skills and knowledge</b>	to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others	that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law the rights that children have and why it is important to protect these to recognise there are human rights that are there to protect everyone	to identify that people are unique and to respect those differences to explore the differences between male and female bodies to consider appropriate and inappropriate physical contact and consent



	<p>what it means to treat others, and be treated, politely to know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>Digital resilience and keeping safe</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision how people’s online actions can impact on other people</p> <p>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>Community</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make</p> <p>how to be respectful towards people who may live differently to them</p>			<p>Families and Friendships</p> <p>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p>Health and Well-being</p> <p>how regular physical activity benefits bodies and feelings how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>				<p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>Living in the wider world</p> <p>how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs</p> <p>Growing and changing <i>Transition</i></p> <p>how to manage change when moving to a new class/year group what they like/dislike and are good at and to recognise how these might have changed what they like/dislike and are good at and to recognise how these might have changed to set goals for themselves</p>		
<b>Destination questions</b>	Respecting ourselves and others	Digital resilience and keeping safe	Community <b>Recap:</b> <i>In Year 1, you thought about how we are</i>	Community and Citizenship <b>Recap:</b> <i>Last term, we thought about</i>	Families and Friendships <b>Recap:</b> <i>In Year 2, you learned</i>	Health and Well-being <b>Recap:</b> <i>In Year 2, you thought about what</i>	Health and Well-being - Our Bodies CWP <b>Recap:</b> <i>In Year 2, you learned about how to</i>	Living in the wider world <b>Recap:</b> <i>In Year 1, you thought about</i>		

	<p><b>Recap:</b> In Year 2, you learned about what makes a good friend. What does make a good friend?</p> <p>What are respectful behaviours?</p> <p>What is self-respect? (linked to self-esteem in GM Week)</p> <p>Why does it matter if I am respectful?</p> <p>How can I be respectful?</p> <p><b>Next Steps:</b> In Year 4, you will learn how to identify and manage difficult feelings that can affect how we behave.</p>	<p><b>Recap:</b> In Year 2, you learned about staying safe online.</p> <p>What can I share online?</p> <p>How can I keep myself safe online?</p> <p>Why is it important to be kind online?</p> <p><b>Next Steps:</b> In Year 4, you are going to think about how sometimes, what we see in the internet may not be true.</p>	<p><i>different – can we be friends with someone who is different to us?</i></p> <p>What is a diverse community? What different groups are there in our community?</p> <p>What groups do I belong? How does this make me feel? How am I valued?</p> <p>How can we make sure everyone is included?</p> <p><b>Next Steps:</b> In Year 4, you will explore our responsibilities as part of the local community.</p>	<p><i>different groups in our community.</i></p> <p>What is democracy?</p> <p>Why is democracy important?</p> <p>Does everybody live in a democracy?</p> <p><b>Next Steps:</b> In Year 5, you will think about democracy again. How are we democratic in class?</p>	<p><i>about how families support each other in difficult times.</i></p> <p>How do we show we care?</p> <p>How do we resolve problems in our family?</p> <p>What can I do if I am worried about something in my family?</p> <p><b>Next Steps:</b> In Year 5, you will talk more about different families.</p>	<p><i>you could do if you fall out with a friend. Why do we fall out with friends sometimes?</i></p> <p>What games/sports do you like to play with your friends?</p> <p>How do we show that we value people?</p> <p>What qualities make a good friend?</p> <p>How do we resolve problems in our friendship?</p> <p>What is being pressured? How does it make me feel? What can I do about it?</p> <p><b>Next Steps:</b> In Year 4, you will think more about how we can build positive friendships.</p>	<p><i>be safe at home and how some things must be kept out of the reach of young children.</i></p> <p>Why do people smoke?</p> <p>How does smoking affect the body?</p> <p>How can we say no to smoking?</p> <p><i>In Year 4, you will learn about the effects of alcohol.</i></p> <p>What does private mean?</p> <p>What is personal space?</p> <p>What makes a family?</p> <p><b>Next Steps:</b> In Year 4, you will learn about how our bodies change as we grow older.</p>	<p><i>how people get/receive money.</i></p> <p>What do I want to do when I am an adult?</p> <p>Why do people choose the jobs they do?</p> <p><b>Next Steps:</b> We are going to learn more about different jobs on careers day.</p> <p>Growing and changing Transition</p> <p><b>Recap:</b> In Year 2, you thought about moving to Year 3. How did you feel? How do you feel now?</p> <p>What would I like to be able to do that I can't do now?</p> <p>What do I need for Year 4? What changes will I notice?</p> <p>Who can I ask for help?</p> <p><b>Next Steps:</b> In Year 4, you will think more about</p>
--	---	--	--	---	--	---	--	--

								<i>why we set ourselves goals.</i>
<b>Vocabulary</b>	respect, <b>courteous</b> , kind, community, behaviour, feelings	<b>Online groups, assertive, pressure, resist, confident, dares, media, mind,</b>	<b>diverse, diversity, communication</b> relationship friendship self-esteem negative/positive behaviour <b>tolerance</b>	<b>democracy, fairness, opinion, listening, communication, equality, society, human rights, freedom, government</b>	respect, polite, kind, sharing, <b>reflecting,</b> feelings, fairness, opinion, listening, caring, <b>forgiveness,</b> communication asking for help	<b>assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares</b>	<b>smoking,</b> tobacco, cigarette, lung, cough, <b>passive,</b> effects, law, <b>second-hand,</b> benefits, quitting, <b>toxic,</b> chemicals, <b>addictive, vape pens, vapes</b>  family, <b>relationship, adoption, fostering,</b> similar, different, boy, girl, female, male, sex, gender roles, belong, stereotype, choice, penis, vulva, <b>vagina, testicles, it's your body, touch, saying no, consent, PANTS</b>	moving, new, goals, self-esteem, confidence
				<b>Spring</b>		<b>Summer</b>		
<b>Year 4 National Curriculum and additional skills and knowledge</b>	Digital resilience and keeping safe how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online strategies to recognise whether something they see online is true or accurate to recognise that images and information online can be altered or adapted and the reasons for why this happens [ <i>revisited in Computing, summer term unit</i> ] to make safe, reliable choices from search results how to report concerns, including about inappropriate online content and contact how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not  Respecting ourselves and others			Health and Well-being how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings  Health and Well-being how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist		Health and Well-being - Our Bodies CWP lessons – drugs and RSE how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction understand the physical and emotional changes that happen when approaching and during puberty (focusing on changes they can see - body hair, spots, on face, body shape, breasts, private parts) how to ask for advice and support about growing and changing and puberty how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe  Growing and changing <i>Transition</i>		

	<p>about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships</p> <p>how to seek support with relationships if they feel lonely or excluded</p> <p>how to communicate respectfully with friends when using digital devices</p> <p>to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>Community</p> <p><i>Caring for others; shared responsibilities, Linked to citizenship aims - dementia</i></p> <p>the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community. about the different groups that make up and contribute to a community.</p> <p>about the individuals and groups that help the local community, including through volunteering and work.</p> <p>how to show compassion towards others in need and the shared responsibilities of caring for them.</p>		<p>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>how people make choices about what to eat and drink, including who or what influences these</p> <p>how, when and where to ask for advice and help about healthy eating and dental care</p> <p>Living in the wider world</p> <p>how people have a shared responsibility to help protect the world around them</p> <p>how everyday choices can affect the environment</p> <p>how what people choose to buy or spend money on can affect others or the environment (Fairtrade)</p> <p>the skills and vocabulary to share their thoughts</p>		<p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe – road safety</p> <p>how to manage change when moving to a new class/year group</p> <p>what they like/dislike and are good at and to recognise how these might have changed</p> <p>to set goals for themselves and explain how they are going to achieve them</p>			
<p><b>Destination questions</b></p>	<p>Digital resilience and keeping safe</p> <p><b>Recap:</b> In Year 3, you learned about what we can share safely online. What can we share?</p> <p>What can I share online?</p> <p>Is everything on the internet true?</p>	<p>Respecting ourselves and others</p> <p><b>Recap:</b> In Year 3, you learned how we can be kind to everyone. Why is name-calling not okay?</p> <p>What is a healthy relationship?</p>	<p>Community</p> <p><b>Recap:</b> In Year 3, you talked about the different groups and clubs you are part of. Why do people like to join clubs?</p> <p>What is a diverse community?</p> <p>What different communities do we belong to?</p>	<p>Health and Well-being</p> <p><b>Recap:</b> In Year 2, you learned about how we feel if we lose someone special, and how families support each other in difficult times.</p> <p>How do feelings change? Do I feel the same today as I did yesterday?</p>	<p>Health and Well-being</p> <p><b>Recap:</b> In Year 3, you found out how regular physical activity is good for our bodies and our feelings.</p> <p>Why is it important to look after our teeth?</p>	<p>Living in the wider world</p> <p><b>Recap:</b> In Year 2, you learned about the seaside environment.</p> <p>What does global citizenship mean?</p> <p>What impact do humans have on the environment?</p> <p>How can we help protect the environment?</p>	<p>Health and Well-being - Our Bodies</p> <p><b>Recap:</b> In Year 3, you learned about the effects of smoking. Why is smoking bad for the body?</p> <p>What are the effects of alcohol?</p> <p>What are the risks of drinking alcohol?</p>	<p>Growing and changing</p> <p>Transition</p> <p><b>Recap:</b> At the beginning of the year, you shared your goals – how many have you achieved?</p> <p>Being responsible – road safety</p> <p>What do I need for year 5? What changes will I notice?</p>

	<p>Are all media messages positive?</p> <p>What can I do if something online makes me feel uncomfortable?</p> <p><b>Next Steps:</b> <i>In Year 5, you are going to explore how we should communicate with each other online.</i></p>	<p>What do we do to be a good friend?</p> <p>How do we treat each other with respect?</p> <p>How can we help if we think someone is being bullied?</p> <p><b>Next Steps:</b> <i>In Year 5, you are going to consider how we identify if someone is being bullied, online or in the playground.</i></p>	<p>Why do people volunteer?</p> <p><b>Next Steps:</b> <i>In Year 5, you are going to learn about more groups of people and how we can help them feel included. .</i></p>	<p>How can we manage our feelings?</p> <p>Who can help us when we are experiencing difficult emotions?</p> <p><b>Next Steps:</b> <i>In Year 5, you are going to think more about how we treat people we care about.</i></p>	<p>What has an impact on our oral health?</p> <p>How can we look after our teeth?</p> <p><b>Next Steps:</b> <i>In Year 6, you are going to understand the importance of balancing time spent online with other activities</i></p>	<p>What impact will our actions towards sustaining our environment have in the future?</p> <p><b>Next Steps:</b> <i>In Year 5, you are going to think more about global citizenship.</i></p>	<p>Are there rules about drinking alcohol?</p> <p>What changes do I notice in me?</p> <p>What is puberty?</p> <p>What is a healthy relationship?</p> <p><b>Next Steps:</b> <i>In Year 5, you will learn more about puberty, and learn how we can manage those changes.</i></p>	<p>What would I like to be able to do that I can't do now?</p> <p>Who can I ask for help?</p> <p><b>Next Steps:</b> <i>In Year 5, you will think more about how we can plan the steps to achieve our goals.</i></p>
<b>Vocabulary</b>	<p><b>misleading, marketing, consumers, advertising, role model, media, reality, manipulate</b></p>	<p><b>bystander, right/wrong, fair/unfair,</b></p>	<p>diverse, diversity, culture, communication co-operation, relationship friendship <b>volunteer</b></p>	<p>difficult emotions, jealousy, anger, isolation, loneliness, self-esteem</p>	<p><b>teeth, dentine, cavity, brushing, toothpaste, plaque, acidic, diet, sweets, sugar, decay, filling, dentist</b></p>	<p>global citizenship, <b>ethical consumer,</b> sustainability, environment, equal, fair, <b>Fair Trade</b></p>	<p><b>Alcohol, drink, unit, illegal, volume, media, advertising, vomit, choice, unconscious.</b></p> <p>Relationship, friendship, <b>puberty, lifecycle, reproduction, physical, breasts, sperm, pubic hair, feelings, emotional</b></p>	<p><b>Crossings: zebra (Belisha), pelican, puffin, toucan, pedestrian; traffic, Green Cross Code, being seen</b></p> <p>moving, new, goals, self-esteem, confidence</p>
	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>	
<b>Year 5</b>	Safe Relationships			Community and Citizenship/The wider world			Health and Well-being - Our Bodies	
<b>National Curriculum and additional</b>	that friendships can change over time and the benefits of having new and different types of friends strategies to help someone feel included that it is common for friendships to experience challenges			to know what is meant by the terms 'refugee', 'asylum seeker', 'migrant' and 'belonging' to recognise some of the difficulties faced by people when they move to a new place			how puberty can affect emotions and feelings to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	



<p><b>skills and knowledge</b></p>	<p>strategies to positively resolve disputes and reconcile differences in friendships  about peer influence and how it can make people feel or behave  the impact of the need for peer approval in different situations, including online  strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication  how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; when and how to seek support in relation to friendships</p> <p>Digital resilience and keeping safe</p> <p>how friends and family communicate together; how the internet and social media can be used positively  how knowing someone online differs from knowing someone face-to-face  about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family  how to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>how to ask for help or advice and respond to pressure</p> <p>Respecting ourselves and others</p> <p>to recognise that everyone should be treated equally  why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others  how to challenge stereotypes and assumptions about others</p>	<p>to consider how they can contribute to make their school more welcoming  to explore things they can do to help people feel they belong  Community and Citizenship</p> <p>how to recognise and respect similarities and differences between people and what they have in common with others  explain the importance of respecting others, even when they are very different to us  about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views  how to resist and challenge these viewpoints  know that we can all take positive steps to support equality  that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>Living in the wider world</p> <p>how people make decisions about spending and saving money and what influences them  how to recognise what makes something 'value for money' and what this means to them  that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</p>	<p>to understand 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)  to know how to ask for advice and support about puberty  about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Health and Well-being  <i>Transition</i></p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another  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  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  to recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability  what constitutes a positive healthy friendship (e.g. mutual 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  how to manage change when moving to a new class/year group  what they like/dislike and are good at and to recognise how these might have changed  to set goals for themselves and explain how they are going to achieve them</p>
------------------------------------	---	--	--



	<p>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online</p>							
<p><b>Destination questions</b></p>	<p>Safe Relationships <b>Recap:</b> <i>In Year 4, you learned about how we can build positive friendships.</i></p> <p>What is a healthy friendship?</p> <p>What can we do if we fall out with a friend?</p> <p>How can we make sure everyone is included?</p> <p>What is peer pressure?</p> <p>How can we say no to friends?</p> <p><b>Next Steps:</b> <i>In Year 6, you are going to explore how to say no to peer pressure online.</i></p>	<p>Digital resilience and keeping safe <b>Recap:</b> <i>In Year 4, you learned that not all messages online are positive. How can we help to change this?</i></p> <p>How do we communicate together online?</p> <p>What can we share online? Why should we ask for permission?</p> <p>How is knowing someone <i>online</i> different from face to face?</p> <p><b>Next Steps:</b> <i>In Year 6, you are going to learn about the</i></p>	<p>Respecting ourselves and others <b>Recap:</b> <i>In Year 2, you learned the word 'stereotype' – can you remember what it means?</i></p> <p>What does stereotype mean?</p> <p>Why should we challenge stereotypes?</p> <p>What is inequality and what are its effects?</p> <p>What are the consequences of inequality?</p> <p><b>Next Steps:</b> <i>Next term, we are going to think more about the discrimination and equality.</i></p>	<p>Living in the wider world <b>Recap:</b> <i>In Year 2, you thought about how people feel when they are sad or lonely. In Year 3, you read a class text called 'Wisp' – what was it about?</i></p> <p>What does 'refuge' mean?</p> <p>Why do people have to leave their home?</p> <p>How can we help people to feel like they 'belong'?</p> <p><b>Next Steps:</b> <i>In secondary school, you will learn more about different peoples' experiences and journeys.</i></p>	<p>Community and Citizenship <b>Recap:</b> <i>In Year 4, you learned about diverse communities. Last term, we explored stereotype and discrimination. Can discrimination be positive? Why?</i></p> <p>Who and what makes our community the way it is?</p> <p>Who lives in the UK?</p> <p>What are some examples that show the rich diversity of the UK? What are the benefits?</p>	<p>Living in the wider world <b>Recap:</b> <i>In Year 3, you thought about how people earn money to pay for things they need and want.</i></p> <p>How does money relate to lifestyle?</p> <p>Is earning a high salary the most important thing to think about when someone is choosing a job or career?</p> <p>Is it best to buy brand names or a cheaper option? How are we influenced?</p> <p>How can my spending affect the environment?</p> <p><b>Next Steps:</b> <i>In Year 7, you will learn about more about different</i></p>	<p>Health and Well-being - Our Bodies CWP lessons. <b>Recap:</b> <i>In Year 3, you learned about alcohol – what are the dangers of drinking alcohol?</i></p> <p>What are legal and illegal drugs?</p> <p>Who uses drugs?</p> <p>How can we say no to drugs?</p> <p><b>Next Steps:</b> <i>In Year 6, you will learn more about illegal drugs and the harm they cause to our bodies.</i></p> <p><b>Recap:</b> <i>In Year 4, you learned about puberty – what is puberty?</i></p> <p>What changes will puberty bring?</p> <p>What is the reproductive system?</p>	<p>Health and Well-being <b>Recap:</b> <i>In Year 3, you learned about how we show we care for our family.</i></p> <p>What kinds of loving relationships are there? In what ways do people treat each other that makes them feel good?</p> <p>What does it mean to get married, or have a civil partnership?</p> <p>What signs might make someone think a relationship is not good?</p> <p>What should we do if someone makes us feel unsafe (even if it is someone we think we trust)?</p>

		<i>impact of social media.</i>			<b>Next Steps:</b> <i>In Year 6, you are going to consider how being involved in activities such as clubs and community groups support wellbeing.</i>	<i>types of career and work patterns..</i>	Who can I ask for help/advice about puberty and relationships?  <b>Next Steps:</b> <i>In Year 6, you will learn more about different types of healthy relationships and how babies are made.</i>	<i>Transition</i> What do I need for year 6? Who can I ask for help?  <b>Next Steps:</b> <i>In Year 6, you will think more about how we can plan small steps to achieve our biggest goals.</i>
<b>Vocabulary</b>	loyalty, kindness, <b>shared interests</b> , respect, honesty, support, trust, <b>balance of power, peer pressure</b> ,	seeking permission, <b>mobile phones, apps</b> , personal information, <b>game tags</b> , strangers	stereotype, typical, discriminate, behaviour, bullying, anti-bullying, characteristics, assumptions, bystander	homes, <b>belonging</b> , moving home, <b>valuing difference</b> , respect, positive relationships, <b>migrant, asylum, asylum seeker, refuge, refugee</b>	diverse, diversity, culture, <b>extreme, tradition</b> , shared experiences	global citizenship, ethical consumer, sustainability, environment, equal, fair, Fair Trade, human rights, wages	legal, illegal, alcohol, medicine, nicotine, caffeine, <b>solvents, volatile substance</b> , cannabis, stimulant, depressant, hallucinogen  Relationship, friendship, puberty, <b>physical changes, emotional changes, moods</b> , breasts, <b>semen</b> , pubic hair, <b>facial hair, sweat, underarm hair, spots, menstruation, periods, sanitary products, erection, wet dreams.</b>	NSPCC, support network, appropriate touch, feeling unsafe  moving, new, goals, self-esteem, confidence
	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>	
<b>Year 6</b>	Safe Relationships			Living in the wider world			Positive Minds	
<b>National Curriculum and additional</b>	how to get advice and report concerns about personal safety, including online			how text and images can be manipulated or invented; strategies to recognise this			to know what mental health is; how mental and physical health are linked	

<p><b>skills and knowledge</b></p>	<p>what consent means and how to seek and give/not give permission in different situations strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>Digital resilience and respect</p> <p>why people choose to communicate through social media and some of the risks and challenges of doing so to evaluate how reliable different types of online content and media are; to recognise unsafe or suspicious content online and what to do about it that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions – bullying how to make decisions about the content they view online or in the media and know if it is appropriate for their age range that social media sites have age restrictions &amp; regulations for use the reasons why some media and online content is not appropriate for children</p> <p>Money/ Community and citizenship</p> <p><i>Wider World and money – fundraising - and citizenship aims. L16 What it takes to set up an enterprise (link with raising money for Y6 school journey)</i></p> <p>how to keep track of money so people know how much they have to spend or save</p>	<p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p>Health and Well-being CWP Lessons – drugs education</p> <p>Health and Well-being - Our Bodies CWP Lessons to recognise the differences between healthy and unhealthy relationships to know that communication and permission seeking are important to understand how puberty relates to growing from childhood to adulthood to know 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 risk to know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) 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 to have considered when it is appropriate to share personal/private information in a relationship how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>how positive friendships and being involved in activities such as clubs and community groups support wellbeing how and why to balance time spent online with other activities know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school understand what body image is and how it can be influenced that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support how to manage change, including moving to secondary school; to set goals for themselves and explain how they are going to achieve them how to ask for support or where to seek further information and advice regarding growing up and changing</p>
------------------------------------	---	--	---

	how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans; fundraising)						
<b>Destination questions</b>	<p>Safe Relationships <b>Recap:</b> <i>In Year 5, you thought about how online relationships are different to face-to-face relationships. Why are they different?</i></p> <p>What is personal safety?</p> <p>What is consent?</p> <p>Is it okay to take part in online challenges?</p> <p>Is it okay to share on the internet?</p> <p>Does everything I post on the Internet belong to me?</p> <p><b>Next Steps:</b> <i>In Year 7, you will learn about media stereotypes and their effect on relationships.</i></p>	<p>Digital resilience and respect <b>Recap:</b> <i>We learned about personal safety on the Internet – what does this mean to you?</i></p> <p>What is a ‘digital footprint’?</p> <p>How do I know what to trust online?</p> <p>Why is cyber bullying so damaging? What is ‘trolling’?</p> <p>Why are there age restrictions on films and games?</p> <p><b>Next Steps:</b> <i>In Year 7 and 8, you will learn more about friendship and diversity, and how to tackle prejudice-based</i></p>	<p>Living in the Wider World <b>Recap:</b> <i>In Year 4 and 5, you thought about how our spending choices can affect the environment. What is Fair Trade?</i></p> <p>What is a budget?</p> <p>What events can we run to fundraise for our trip? How can we make choices that support a sustainable environment?</p> <p><b>Next Steps:</b> <i>In Year 7 and 8, you will think more about personal values around finance, including choices about</i></p>	<p>Living in the Wider World <b>Recap:</b> <i>In Year 5 and 6, you have explored how people can be influenced online. How else can we be influenced?</i></p> <p>How can the internet influence people?</p> <p>What is gambling?</p> <p>What is the impact of gambling?</p> <p><b>Next Steps:</b> <i>In Year 7 and 8, you will explore the effects of addiction and making choices based on media influences.</i></p>	<p>Health and Well-being - Our Bodies CWP lessons <b>Recap:</b> <i>In Year 5, you learned about What effect does cannabis have on the body?</i></p> <p>What are the risks of VSA?</p> <p>How can we say no to peer pressure about drugs?</p> <p><b>Next Steps:</b> <i>In Year 7 and 8, and peer pressure</i></p>	<p>Health and Well-being - Our Bodies CWP lessons <b>Recap:</b> <i>In Year 5, you learned more about puberty - how can puberty effect our behaviour and emotions?</i></p> <p>How does puberty change our bodies?</p> <p>What is FGM?</p> <p>What makes a relationship healthy?</p> <p>How does a baby start? How are babies born?</p> <p>What is safe and unsafe to share ‘online’?</p> <p><b>Next Steps:</b> <i>In secondary school, you will learn more about committed, romantic relationships.</i></p>	<p>Positive Minds What is mental health?</p> <p>What is a support network?</p> <p>How can our physical health affect our mental health?</p> <p>What are the 5 ways to well-being?</p> <p>What are the positive and negative effects of gaming?</p> <p>What impact can the internet have on our well-being?</p> <p>What is body image?</p> <p>How can we recognise stress and regulate our emotions?</p> <p>Why should we ask for help with our mental health?</p> <p>Whom can we ask for support?</p> <p>How can we set goals for the future?</p> <p><b>Next Steps:</b> <i>In Year 7 and 8, you will continue to explore healthy lifestyles, managing stress and how to access health services. You will also think about life and career aspirations.</i></p>

		<i>bullying and discrimination.</i>	<i>becoming ethical consumers.</i>				
<b>Vocabulary</b>	Safe and unsafe risk, peer pressure, <b>negative pressure, body image</b> , legal, illegal, <b>consent</b> , misleading, role model, media, reality, manipulate	stereotype, typical, abuse, discriminate, behaviour, bullying, anti-bullying, characteristics, assumptions, <b>legal, illegal, trolling</b>	<b>enterprise profit/loss</b> debt/interest, responsibility, <b>budget</b> , loan, product, <b>resource, sustainability</b>	<b>marketing, consumers</b> , advertising, Lottery, scratch cards, <b>betting, gambling, debt, winnings, losses, addictive</b>	<b>saying no to peer pressure</b> , solvents, volatile substance, <b>cannabis</b> , accident, unconscious, dangerous, breathing, <b>choking, sniffing, inhaling</b> , recovery, first aid, emergency	relationships, friendships, love, <b>intimacy, communication, personal/private information</b> , touch, consent, <b>FGM, harmful, painful, long-term damage</b> , online safety, <b>gender identity, sexual intercourse, conception, womb, fertilisation</b> , sperm, egg, <b>ovary/ovaries fallopian tube pregnancy, embryo, foetus, umbilical chord</b>	transition, mental health, mood, feelings, mind, strategies, support <b>stigma</b> discrimination

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Additional areas of learning throughout year</b>	Growth mind-set  Road Safety  Feeling Good Week	Growth mind-set  Bonfire Night – Fire Safety  Protective equipment – balance bikes and scooters.  Feeling Good Week	Growth mind-set  Road Safety – Awareness and Behaviour Protective equipment – balance bikes, scooters and cycling safely.  Feeling Good Week	Growth mind-set  Protective equipment – scooters and cycling safely.  Feeling Good Week	Growth mind-set  Bonfire Night – Fire Safety  Feeling Good Week	Growth mind-set  Swimming Lessons  Feeling Good Week	Growth mind-set  Cycling proficiency  Feeling Good Week	Growth mind-set  Crucial Crew visit  Cycling proficiency  Feeling Good Week

	Careers Day	Careers Day	Careers Day	Water Safety Seaside visit  Careers Day	Careers Day	Road Safety – Awareness, Behaviour and Choice  Careers Day	Careers Day	Careers Day
<b>Community &amp; Citizenship</b>	Fundraising for local charity – hedgehog sanctuary	Global & local – ‘Sal’s Shoes’ charity	Local environment – litter picking and raising awareness	Fundraising for the RNLI	Developing friendships with local residential home.	Encouraging donations of a Christmas gift/card for the SA food bank. Carol singing at the Dementia Cafe	Toilet twinning – fundraising for communities in other countries	Tap twinning – fundraising for communities in other countries