

Term	Healthy and Safer Lifestyles <i>Minimum of 10 lessons</i>			Myself and My Relationships <i>Minimum of 10 lessons</i>			Citizenship and Economic Wellbeing <i>Minimum of 10 lessons</i>			
Core Theme										
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Me and My Emotions	Healthy Relationships	Anti-Bullying	Rights, Rules and Responsibilities	Diversity in the community	Drug Education	Financial Capabilities
<b>Foundation</b>	Importance for good health of physical exercise, healthy diet. They manage their own basic hygiene and personal needs dressing/toilet independently.	Value and appreciate their own and others bodies. Recognise and name external parts of the body, including sexual parts of the body. Look at similarities and differences between girls and boys.		Identify different emotions in themselves and others. Look at how our feelings affect our behaviour. Learn about feelings associated with loss and change. Identify a safety circle.	Special people in their lives. Friendships and how to be a good friend.	Managing uncomfortable feelings and simple ways to resolve conflict.	children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand/follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Understand what it means to belong to a community. Explore the roles of people who help them and the local neighbourhood. Find out what they like/ dislike about the local area. Develop caring attitude towards animals and plants		
<b>Year 1</b>	What helps keep bodies healthy; hygiene routines. The difference between active	Recognising what they are good at; setting goals. Change and loss and	Keeping safe around household products; how to	Recognising feelings in self and others; sharing feelings. To say how they	Secrets and keeping safe; special people in their lives be able to describe what they would	Respecting similarities and differences in others; sharing views and ideas.	Group and class rules; everybody is unique in some ways and the same in others.	Find out what they are good at. What new skills can they develop? To		Where money comes from; how to use money. Saving and spending

	and inactive. Be able to talk about food likes and dislikes.	how it Feels. To recognise names for the main external parts of the body. To name the sexual parts using scientific words. To understand how amazing their body is	ask for help if worried about something. How to keep safe in the sun. understand ways to prevent common accidents in school.	feel when they try something new. How to make new people feel welcome. Managing new situations. How I feel at home and at school.	look for in a friend, and how to begin to make friends. To identify ways of coping with some friendship problems, including changes in friendships. To understand that people's families are different. To be able to describe some features that make their family and its members special to them.	Learn what is bullying. Learn what to do if they are being bullying and if they see bullying happen. To demonstrate how to be kind to bullied children.	How do I make sure I am safe and happy at school? How do I get to know the people in my class?	learn how to take turns and explore how to work well in a group.		Where money comes from; saving and spending money; making choices; keeping track of money spent/saved money
<b>Year 2</b>	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia). How do babies grow? How I have changed since being a baby. How do people	<b>Digital Relationships</b> How do we use the internet? What is identity? Examples of unsafe content in the internet. What sort of information should I put on the internet?	Behaviour; bodies and feelings can be hurt. What am I good at? Explore how to stand up for themselves. How can my feelings and emotions affect others? Managing emotions.	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying. How do people help me build safe and positive relationships?	How does it feel to be bullied? Who can I talk to if I am being bullied/see bullying? How can I be assertive? Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs. Explore how having rules make them feel. What jobs and responsibilities do they have. Groups and communities they belong to; people who work in the community; getting help in an emergency	What is a stereotype? Do all boy's and girl's like the same things? What does community mean and how does it feel to be part one? Similarities between me and others. My community and how to care for it.	Medicines and why they are used. The role of doctors and nurses. What to do if you feel poorly. Potential risks at home and at school.	

		feel during a time of loss and change. How do friendships change.								
<b>Year 3</b>	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits. How much sleep do I need? What happens if I don't get enough?	How are male and female bodies different? How do I keep myself clean? When do we talk about our bodies and who do we talk to? How do different illnesses and diseases spread and what can I do to prevent this?	How does my body react in risky situations? School rules on health and safety. When might I meet adults I don't know and how can I respond safely? What actions can I take in an emergency or accident?	Recognising feelings in others; responding to how others are feeling Describing feelings; conflicting feelings and how to manage feelings	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying. How are bullying and falling out different? The difference between direct and indirect bullying. Bystanders and followers. Being assertive. How does my school prevent bullying and support people involved.	What is my role in making school a safe and happy place? Building relationships in class. Making new children/adults feel welcome. Who are the people in my network that I can ask for help from?	What am I good at? How can I listen well to other people? Sharing views and opinions effectively. Perseverance and overcoming difficulties. Constructive feedback.		Different ways to earn and spend money. Value for money. How do my choices affect my family, community and wider world.
<b>Year 4</b>	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and	What are the stages of the human lifecycle? How did I begin? (Sex Education). What am I	Can I recognise when my Early Warning Signs are telling me I am not safe? Who is in my network to	Why is it important to feel proud of who we are? Explore the word 'Unique'. The importance of mental well	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Recognising and responding to bullying. How are bullying and falling out different? The difference between direct and indirect	What does it mean to be treated with and treat others with respect? Who holds the position of authority inn	What makes me me? Differences between me and others. Caring for the environment. Animals and our	What medical and legal drugs do I know about? Misuses of legal drugs. Why some people need	

	germs	responsible for now and how will that change? How do different caring, stable, adult relationships create a secure environment for children to grow up?	help? What to do if I feel worried about a friendship or relationship. How do I decide if a secret is safe or unsafe. How can I keep safe online?	being and physical well being. Managing difficult emotions. Exploring the word 'over-reacting'. Who to talk about the way I feel.		bullying. Being assertive. How does my school prevent bullying and support people involved? Do I understand how bullying can affect people for a very long time?	our school and community and how do we show them respect? Why rules are needed.	responsibilities to them	drugs. Understanding friends and media influence on drugs.	
<b>Year 5</b>	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	What are male and female sexual parts called and what are their functions? How to talk about bodies confidently and appropriately. Different bodies at puberty. What might influence my view of my body? Keeping clean. Reducing the spread of viruses and bacteria?	<b>Digital Relationships</b> Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety. How the media can shape my ideas. My responsibilities for others mental and	What are my responsibilities for making sure everyone in school feels happy and safe? How can I take responsibility for building relationships in my school and how does this benefit us all? How do we make people feel welcome and valued in and out of school? Resilience and seeking support.	Characteristics of healthy relationships on and offline. Trust and loyalty. Balancing needs of family and friends. Communication, empathy and compromise. How can I check that my friends give consent on/offline.	Friendship difficulties. Defining bullying. Bullying relating to race/ religion/culture. Homophobic, biphobic & transphobic bullying. Cyberbullying. Physical, mental & emotional wellbeing. Peer influence. Bystanders/colluders Responsive strategies. Assertiveness. Equality Act. Sources of support.	Ground Rules / class charters. Responsibilities. Belonging. New experiences. Resilience	What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment?		Ways to gain money. Importance of finance in people's lives; being a critical consumer; looking after money. How is money used to benefit the community and wider world.

			physical wellbeing online.							
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<b>Year 6</b>	<p><b>Digital Relationships:</b> What are the principles for my contact and conduct online, including when I am anonymous? Online friendships and positive contributions? How media can shape views. How is my data shared and used online?</p>	<p>What are different ways babies are conceived and born? (Sex Education) Effect might puberty have on people's feelings and emotions. How words/actions affect how others feel, and what are my responsibilities? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?</p>	<p>Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or trusted friend? Personal network advice and when should I review my network. Reporting abuse or neglect? Appropriate &amp; inappropriate or unsafe physical contact? Secrets</p>	<p>How can we make well-being a part of normal life like physical well-being? Explore a 'strong sense of identity' or 'self respect'. Managing strong emotions. Loneliness, isolation, mental illness.</p>	<p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>	<p>Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying Friendship difficulties. Defining bullying. Bullying relating to race/ religion/culture. Homophobic, biphobic &amp; transphobic bullying. Cyberbullying.</p>	<p>Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to Others. How can I contribute to making and changing rules in school? How else can I make a difference in school?</p>	<p>My identify and different identities in the UK. Groups and communities, I am part of. Respect for differing views and negative effects of stereotyping. The role of the media. Caring for the environment.</p>	<p>Effects of drug use. Essential use of medicines. Drug misuse. Staying safe around risky substances. Influence of friends and media. Reliability of information. Immunisations</p>	
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