

PSED, PSHE, RSE Sequence and Progression

Being a Responsible Human Being and Citizen

Intent statement

At Kibworth C of E Primary school, PSHE is at the core of what we do and enables our children to become successful in their learning, confident, independent and balanced individuals who thrive in society by becoming responsible citizens. PSHE (like SMSC and British Values) is embedded throughout daily life at Kibworth. We model positive relationships, self- image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in discrete subjects such as Circle Time, P.S.H.E. lessons and assemblies.

In our PSHE lessons, we follow the 'Cambridgeshire Primary Personal Development Programme' framework, which is designed to build progressively, adding skills and knowledge as the pupils grow and mature and journey from Foundation through to Year 6. We use the service on a single year plan with alternate year groups.

The framework covers four key strands in personal development.


- Myself and My Relationships
- Healthy and Safer Lifestyles
- Citizenship
- Economic Wellbeing

These strands cover all existing learning outcomes specified in the National Curriculum and incorporate a range of other important areas like personal safety education, relationships and health education and promoting British Values.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Whole School Overview Long Term Plan

<div>  <div> Kibworth CE Primary School A place of discovery and friendship </div> </div> <div> Kibworth CE Primary School Curriculum Map 2023-24 </div>						
PSHE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - ELGS	Beginning and belonging (BBF)	Citizenship – Identities and Diversity (IDF) My Family and Friends (FFF) Anti-bullying	My Emotions (MEF) Me and My World (MWF)	Healthy and Safer lifestyles1 BGF: My Body and Growing Up Citizenship – Me and My World (MWF)	Healthy and Safer Lifestyles 2 (KSF): Keeping Safe	Healthy and Safer Lifestyles (KSF): Keeping Safe & Healthy Lifestyles (HLF)
Year 1	Beginning and belonging (BB1/2)	Family and Friends (FF1/2) /Anti-bullying (AB12)	Diversity and Communities (WT12) Digital Lifestyles	Relationships and Sex Education (RS1)	Managing Safety and Risks (MSR1/2)	Healthy Lifestyles (HL1/2) Financial Capabilities (FS1/2)
Year 2	Rights, rules and responsibilities (RR1/2)	My emotions (ME1/2) Anti Bullying (AB12)	Diversity and communities DC1/2	Healthy Lifestyles- Personal Safety (PS12) Relationships and Sex Education (RS2)	Drug education (DE1/2)	Managing Change (MC1/2)
Year 3	Healthy Lifestyles (HL3/4)	Family and Friends (FF3/4) / Anti -bullying (AB34)	Beginning and belonging (BB3/4) Digital Lifestyles	Financial Capabilities (FC3/4)	Relationships and Sex Education (RS3)	Managing Safety and Risks (MSR3/4)
Year 4	Rights, rules and responsibilities (RR3/4)	My emotions (ME3/4)/ Anti-Bullying (AB34)	Diversity and communities (DC3/4)	Citizenship -Working Together WT34 Relationships and Sex Education (RS4)	Healthy Lifestyles- Personal Safety (PS3/4) Drug education (DE3/4)	Managing Change (MC3/4)
Year 5	Beginning and belonging (BB5/6)	Managing safety & Risks (MSR5/6) Anti-bullying (AB56)	Citizenship – Working Together (WT56) Financial Capabilities (FC56) Digital Lifestyles	Family and Friends (FF56)	Relationships and Sex education (RS5)	Healthy Lifestyles (HL5/6)
Year 6	Rights, rules, and responsibilities (RR5/6)	My emotions (ME56) / Anti-Bullying (AB56)	Diversity and communities (DC5/6)	Drug education (DC5/6)	Healthy Lifestyles - Personal Safety (PS5/6) Relationships and Sex Education. (RS4/6)	Managing Change (MC56) & Financial Capabilities (FC6)



Personal, Social & Emotional Development Progression Map

On Entry

Autumn

Spring

Summer

Show resilience and perseverance in the face of challenge.
MS

Grow in independence and know how to look after their body.
MS

Manage their own needs.
MS

Identify and moderate their own feelings socially and emotionally.
SR

Confident to open wrappers and packaging
MS

Can talk about myself, my needs and feelings
SR

Put on own socks and shoes
MS

Share toys and take turns
BR

Use a knife and fork
MS

How to keep fit and well.
MS

Think about the perspectives of others.
BR

See themselves as a valuable individual.
SR

Build Constructive and respectful relationships.
BR

Understand the reason for rules and know right from wrong.
MS

Go to the toilet on own, wipe self properly and flush
MS

Button and unbutton clothing and use a zip
MS

Understand the need to follow rules
MS

Express their feelings and consider the feelings of others.
SR

Have a positive attitude towards change and are prepared for the transition to Year 1.
MS/SR

EYFS

Term: EYFS Autumn 1		Topic Title: People Who Help Us
Links to prior learning	PSED Progression Map 3-4 Years	
Early Learning Goals	Key knowledge and Vocabulary	
<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Managing Self:</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs 	<p>MMR1 BBF: Beginning and Belonging</p> <p>Being Special (A) I know how I am special and what is special about other people in my class.</p> <p>Working Together (C) I know who and how to ask for help if I need it. I know how to welcome new children to the class. I am beginning to understand how people's behaviour makes other people feel. I am beginning to respect the needs of other children in the class. I am beginning to understand how to play and work alongside others in school</p>	<p>Being Special (A) special, similar, different, personal, likes, dislikes</p> <p>Working Together (C) worries, belong, feelings, friend, welcome, fair, unfair, kind, unkind, rules, share, take turns,</p>
<p>Relationships, Sex and Health Education Links SMSC / British Values / Prevent Agenda / Christian Values</p>	<p><i>Families & People Who Care for Me, Caring Friendships, Respectful Relationships</i> <i>So, M, C / Rules & the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination / When, where and how to get help / Respect, Kindness, Peace, Koinonia, Service</i></p>	
Links to future learning	Year 1 - Beginning and Belonging BB12	

Term: EYFS Autumn 2		Topic Title: Into The Woods
Links to prior learning	PSED Progression Map 3-4 Years	
Early Learning Goals	Key knowledge and Vocabulary	
<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>Managing Self:</p> <ul style="list-style-type: none"> 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 <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs <p>Understanding the World - People Culture & Communities:</p> <ul style="list-style-type: none"> Describe immediate environment Know some similarities& differences between different religious groups & cultural communities in this country Explain some similarities & differences between life in this country and life in other countries 	<p><u>Citizenship1 IDF Identities and Diversity</u></p> <p>Valuing Difference (A) I know the people in my class and how we are similar to and different from each other. I know who is in my family and how I belong to them. I know how family members can be different in different in families. I recognise similarities and differences between the ways that families live their lives</p> <p>Our Beliefs and Way of Life (B) I know people and families have different beliefs and customs that are important and special to them I understand it is important to respect other people's differences and the ways in which they live their lives I know different ways that people and families celebrate their beliefs and ways of life</p> <p><u>MMR2 FFF: My Family & Friends – inc. Anti Bullying (November)</u></p> <p>Families and Other Special People (A) I know who is special to me and why they are special I know what a family is and how families care for each other</p> <p>Developing Friendship Skills (C) I know what makes a good friend I know how to make new friends I understand simple reasons for why friends fall out and simple ways to make up with friends I know what unkind behaviour looks like and what to do if someone is unkind</p>	<p>Valuing Difference (A) special, similar, different, family, likes, dislikes, belong</p> <p>Our Beliefs and Way of Life (B) beliefs, customs, tradition, celebrations, respect</p> <p>Families and Other Special People (A) special, family, care</p> <p>Developing Friendship Skills (C) friend, kind, unkind, behaviour, stop, no, agree, disagree</p>
Relationships, Sex and Health Education Links	Families & People Who Care for Me, Caring Friendships, Respectful Relationships	

SMSC / British Values / Prevent Agenda / Our Christian Values	<i>So,M,C / Respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to locality and to society / Mutual respect and understanding, diversity of national, regional, religious and ethnic identities in the UK / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage, Service</i>
Links to future learning	<i>Year 2 – Diversity & Communities DC12, Year 1 – Family & Friends FF1/2</i>

Term: EYFS Spring 1		Topic Title: Pets
Links to prior learning	<i>PSED Progression Map 3-4 Years</i>	
Early Learning Goals	Key knowledge and Vocabulary	
<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions <p>Managing Self:</p> <ul style="list-style-type: none"> 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 <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs 	<p><u>Citizenship2 MWF: Me and My World</u></p> <p>Caring for Living Things (D) I know ways to care for plants and animals</p> <p>MMR3 MEF: My Emotions</p> <p>Understanding Feelings (A) I can recognise and talk about my feelings in myself and others I know what causes different feelings in myself and others I know how change and/or losing something makes me and others feel</p> <p>Managing Feelings (B) I know how to make myself feel better and who is in my safety circle I know different ways of making other people to feel better</p>	<p>Caring for Living Things (D) Care, live, survive, temperature, grow, breathe, babies</p> <p>Understanding Feelings (A) Feelings (happy, excited, sad, scared, angry, confused, disgusted, surprised...), emotions, behaviour, uncomfortable, change, experiences</p> <p>Managing Feelings (B) Feelings (happy, excited, sad, scared, angry, confused, disgusted, surprised...), emotions, behaviour, uncomfortable, change, experiences</p>
Relationships, Sex and Health Education Links	<i>Caring Friendships, Respectful Relationships, Mental Wellbeing, Changing Bodies</i>	

SMSC / British Values / Prevent Agenda / Christian Values	<i>So,Sp / self-knowledge, self-esteem and responsibility for behaviour / self-esteem, resilience, confidence, managing emotions / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage, Service</i>
Links to future learning	<i>Year 2 – Diversity & Communities DC12, Year 1 – Family & Friends FF12</i>

Term: EYFS Spring 2		Topic Title: Pets
Links to prior learning	<i>PSED Progression Map 3-4 Years</i>	
Early Learning Goals	Key knowledge and Vocabulary	
Self-Regulation: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate 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 & show an ability to follow instructions involving several ideas or actions Managing Self: <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships: <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs Understanding the World – Past and Present, people, Culture and Communities: <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society Describe immediate environment 	<u>Citizenship2 MWF: Me and My World</u> At School (A) I know who looks after me at school and their roles I know how I can look after the school environment At Home (B) I know how to look after my things and my home In the Neighbourhood (C) I know and understand the purpose and features of my local neighbourhood I can recognise and understand the jobs of different people in my neighbourhood I know of ways to look after my local outdoor area and keep the environment special for everyone <u>Healthy and Safer lifestyles1 BGF: My Body and Growing Up</u> Understanding Our Bodies (A) I know and can demonstrate a range of movements I can do with my body I can describe and celebrate the different functions of my body I can describe my appearance I can use agreed names for sexual parts of my body and recognise differences between the bodies of girls and boys I know how my body has changed since I was a baby and what I can do now that I couldn't do then Keeping Clean (B) I know how to look after my body and how to keep it clean I know why I should keep my body clean I know and can demonstrate hygiene routines in school Growing Up (D) I know different ways in which I can take responsibility for looking after myself I can recognise situations when I still need to be supported by others I can demonstrate a range of new skills, including how to do new things by myself	At School (A) Key roles/jobs (teacher, premises officer. Deputy head, headteacher...), environment, community, rules, At Home (B) Home, house features/rooms, garden, equipment, In the Neighbourhood (C) Local features (park, library, town, shop, school, leisure centre, places of worship, road crossings...) Understanding Our Bodies (A) Skipping, walking, running, hopping, eating, sleeping, tall, short, long, big, bigger, biggest, anatomical names for body parts (penis, testicle, vulva, vagina) Keeping Clean (B) hygiene, products, routine, germs, Growing Up (D) Self-care, help, support, decide
Relationships, Sex and Health Education Links	<i>Families & People Who Care for Me, Health & Prevention, Respectful Relationships, Mental Wellbeing, Changing Bodies</i>	

SMSC / British Values / Prevent Agenda	<i>M,Sp,C / Respect for others, tolerance and harmony between different cultural tradition, discrimination, contributing to their locality and to society / Mutual respect and understanding, resilience, determination, confidence</i>
Links to future learning	<i>Year 1 – Diversity & Communities DC12, Year 1 – Relationships & Sex Education RS1</i>

Term: EYFS Summer 1		Topic Title: Minibeasts
Links to prior learning	<i>PSED Progression Map 3-4 Years</i>	
Early Learning Goals	Key knowledge and Vocabulary	
Self-Regulation: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions Managing Self: <ul style="list-style-type: none"> 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 Building Relationships: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs 	Healthy and Safer Lifestyles 2 KSF: Keeping Safe Identifying Trusted Adults (A) I can identify trusted adults and can ask them for help I can talk about my worries with a trusted adult Personal Safety (D) I know the names of parts of the body including external sexual parts I know that some touches are good and some are bad I know that no one should touch my intimate areas apart from for health or hygiene reasons I know what a secret is and what to do if it makes me feel sad frightened or angry or 'No' or 'I'm not sure' feeling Being Assertive & Getting Support (E) I can use an assertive voice and body language I know how and when to tell Drug Education (G) I can identify common and harmful substances I know the safe things that can go onto and into my body I know what medicines are and why some people need medicines I know how to be safe around medicines and who I can trust to help me take medicine	Identifying Trusted Adults (A) safe, safety, trust Personal Safety (D) anatomical names for body parts including penis, testicle, vulva, vagina, secret, health, hygiene Being Assertive & Getting Support (E) Say no, polite, problem Drug Education (G) Medicine, household, substances, safe, unsafe, injections, harmful, hospital, doctors, dentists, pills, liquids, cream, prescribed
Relationships, Sex and Health Education Links SMSC / British Values / Prevent Agenda / Our Christian Values	<i>Respectful Relationships, Being Safe, Basic First Aid, Drugs, Alcohol, Tobacco, Mental Wellbeing</i> <i>So,M,Sp / self-knowledge, self-esteem and responsibility for behaviour / Recognising and managing risk, making safer choices, resisting pressures, pressure from others that threatens safety and wellbeing / Respect, Kindness, Peace, Courage,</i>	
Links to future learning	<i>Year 2 – Drug Education DE12, Year 2 Personal Safety PS12</i>	

Term: EYFS Summer 2		Topic Title: Traditional Tales
Links to prior learning	PSED Progression Map 3-4 Years	
Early Learning Goals	Key knowledge and Vocabulary	
Self-Regulation: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions Managing Self: <ul style="list-style-type: none"> 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 Building Relationships: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Show sensitivity to their own and others' needs 	<p><u>Healthy and Safer Lifestyles KSF: Keeping Safe (inc. Drug Education)</u></p> <p>Assessing Risk (B) I can identify the risks in the school and its grounds I can plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways</p> <p>Out and About (C) I can develop a strategy to keep safer when lost I know safer places to play</p> <p>Road Safety (F) I understand basic road safety skills</p> <p><u>Healthy and Safer Lifestyles HLF: Healthy Lifestyles</u></p> <p>Staying Healthy (A) I know some of things needed to have a healthy body</p> <p>Healthy Eating (B) I can name foods I like and dislike I know why different foods and drink are important in order for my body to stay healthy and well</p> <p>Exercise, Physical Action and Rest (C) I know what exercise is and why it is good for me I know why sleep is important for my body</p> <p>Choosing a Healthy Lifestyle (D) I am beginning to understand how to make choices which promote healthy living</p>	
Statutory Relationships Education Links SMSC / British Values / Prevent Agenda / Our Christian Values	Respectful Relationships , Being Safe, Health Prevention, Physical Health and Fitness, Mental Wellbeing So,M,Sp,C / responsibility for behaviour, rules and the law, having a voice and making a positive contribution / Making safer choices / Joy, Courage	
Links to future learning	Year 2 – Drug Education DE12, Year 1 - Healthy Lifestyles HL12	

Year 1

Term: Year 1 Autumn 1	Topic title: Splendid Skies
Links to prior learning: <i>EYFS - Beginning & Belonging BBF</i>	
Statutory Relationships / Health Education: MMR BB12: Relationships Education: <i>Respectful Relationships (RR)</i> <ul style="list-style-type: none"> importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <i>Caring Friendships (CF)</i> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>Being Safe (BS)</i> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or <i>Mental Wellbeing (MW)</i> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	Key knowledge and Vocabulary MMR BB12: Beginning and Belonging Helping the classroom feel a safe place (A) <i>I understand simple ways to help my school feel like a safe, happy place (RR)</i> Building Relationships (B) <i>I know how to get to know people in my class (CF)</i> Coping with new Situations (C) <i>I can describe how I feel when I am doing something new (MW)</i> <i>I know how to make someone feel welcome in my class (MW)</i> <i>I know what helps me manage in new situations (MW)</i> Sources of Support (D) <i>I know who can help me at home and at school (BS)</i>
SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / respect for others, tolerance and harmony / When, where and how to get help (safety circles / networks of support) / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage	
Links to future learning: <i>Year 3 Beginning and Belonging BB34</i>	

Term: Year 1 Autumn 2	Topic Title: Moon Zoom
Links to prior learning: <i>EYFS – Family & Friends (inc. Anti-Bullying)</i>	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>FF12: Relationships Education: Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Also addressed in AB12 Anti-bullying) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Also addressed in AB12 Anti-bullying) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. (Also addressed in PS12 Personal Safety) <p>Being Safe (BS)</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (Also addressed in Personal Safety) <p>AB12: Relationships Education: Caring Friendships (CF)</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed. 	<p>MMR6 FF12: Family and Friends Healthy Friendships (A) <i>I know what a good friend is and does (CF)</i> <i>I know of strategies to make and keep friends (CF)</i> Developing Friendship Skills (B) <i>I know of strategies for choosing, making and developing friendships (CF)</i> <i>I know ways in which some friendships can be challenging and how we might feel (CF)</i> <i>I know some positive ways to peacefully solve friendship problems (CF)</i> <i>I understand about personal space and boundaries & how to express wishes assertively (BS)</i> Families and other special people (C) <i>I understand why families are important for children as they grow up and how people in families care for each other (FP)</i> <i>I know a range of people who are special to me outside of my family, why they are special and how they offer support (CF)</i></p> <p>MMR7 AB12: Anti-Bullying Friendships and falling out (A) <i>I know that teasing, unkindness and falling out might happen in friendships (CF)</i> Defining Bullying (B) <i>I can describe bullying & recognise physical, verbal, indirect bullying (RR)</i> Causes and types of bullying (C)</p>

<ul style="list-style-type: none"> Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> Importance of expecting others, even when they are different from them, make different choices or have different beliefs Types of bullying and the impact of bullying – how to get help if needed In school and the wider society they should be treated with respect by others and in turn show due respect to others <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> The same principles apply to online relationships to that of face to face relationships, including the importance of respect for others online including when anonymous <p>Health Education:</p> <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Internet Safety and Harms (ISH)</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p><i>I am beginning to understand some reasons why people bully and why it is unacceptable (RR)</i></p> <p><i>I am beginning to understand that bullying may happen when people do not respect others who seem different (RR)</i></p> <p>How bullying may affect us (D)</p> <p><i>I understand how people who are bullied may feel (MW)</i></p> <p><i>I understand how it feels to see someone else being bullied (MW)</i></p> <p><i>I understand how someone who bullies may feel (MW)</i></p> <p>Responding to bullying (E)</p> <p><i>I know some people in and out of school who I can talk to about friendship difficulties and bullying (RR)</i></p> <p><i>I have some simple strategies for preventing bullying by being assertive (RR)</i></p> <p>Supporting Others (F)</p> <p><i>I understand simple ways to help someone who is being bullied (RR)</i></p> <p>Creating Safe environments (G)</p> <p><i>I know how school prevents bullying (RR)</i></p> <p><i>I know ways school promotes a caring ethos, encouraging positive and safe relationships (CF)</i></p>
<p>SMSC / British Values / Prevent Agenda: So, M, C / respect for others, tolerance and harmony / responsibility for behaviour, rules and the law, discrimination / Mutual respect & understanding / Respect, Kindness, Peace, love, Koinonia, Service</p>	
<p>Links to future learning: Year 3 Family & Friends FF34, Year 3 Anti-Bullying AB34</p>	

Term: Year 1 Spring	Topic Title: Superheroes Spr1	Enchanted Woodlands Spr2
<p>Links to prior learning: EYFS – Identities & Diversity IDF, EYFS - Me & My World MWF, EYFS – My Body & Growing Up BGF, EYFS – Keeping Safe KSF</p>		
<p>Statutory Relationships Health Education:</p> <p>Cit WT1/2:</p> <p>Relationships Education:</p> <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>Key knowledge and Vocabulary</p> <p>Cit WT1/2: Working Together</p> <p>Recognising and developing strengths and skills (A)</p> <p><i>I recognise and celebrate some of my strengths, emotions, gifts and talents</i></p> <p><i>I can identify and develop a new skill</i></p> <p>Developing Communication Skills (B)</p> <p><i>Understand and practise some skills of a good communicator, including listening skills, turn taking and explaining (RR)</i></p> <p>Developing Group Work Skills (C)</p> <p><i>I know and practise effective group work skills, discussion, negotiation, compromise and cooperation (CF)</i></p> <p><i>I am aware of how my skills and strengths can be useful in a group</i></p>	

<p>HSL RS1: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Health Education: Health and Prevention (HP)</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. 	<p>Applying Communication and Group Work Skills (D) <i>I can use my communication and group work skills in a real life situation</i></p> <p>Evaluating Communication and Group Work Skills (E) <i>I can identify things I did well in a group task and some things I could do better next time (RR)</i></p> <p>Digital Lifestyles</p> <p>HSL RS1: Relationships & Sex Education Body Knowledge (A) <i>I know the main external parts of the bodies of humans, including names for sexual parts. (BS)</i></p> <p>Body Functions & Changes (B) <i>I can describe what my body can do.</i></p> <p>Body Awareness and Image (C) <i>I know I have a responsibility for my body's actions and that my body belongs to me (BS)</i></p> <p>Personal Hygiene (D) <i>I know how to keep myself clean (HP)</i></p> <p>Illness/Disease Prevention (E) <i>I know the importance of basic hygiene practices e.g. handwashing, using a tissue, and how to prevent the spread of disease (HP)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M/ Self knowledge and confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution, charitable organisations / Resilience, determination and confidence / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage</p>	
<p>Links to future learning: Year 4 Drugs Education DE34, Year 2 Relationships & Sex Education RS2</p>	

<p>Term: Year 1 Summer</p>	<p>Topic Title: Paws, Claws and Whiskers</p>
<p>Links to prior learning: EYFS – Keeping Safe KSF, EYFS – Healthy Lifestyles HLF</p>	
<p>Statutory Relationships Health Education:</p> <p>HS MSR12: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter who they do not know. (This is also addressed in PS 1/2 Personal Safety.) <p>Health Education Health Prevention (HP)</p> <ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<p>Key knowledge and Vocabulary</p> <p>HS MSR12: Healthy & Safer Lifestyles Managing Safety & Risks Reactions to Risk (A) <i>I know of a range of familiar situations which might entail risk (MW)</i></p> <p>Strategies in Risky Situations (B) <i>I know basic personal information & know when I might need to give it (BFA)</i></p> <p><i>I understand the range of people who can help in an emergency and how to call them (BFA)</i></p> <p><i>I have knowledge and skills to stay safer if I am lost (BS)</i></p>

Basic First Aid (BFA)

- know how to make a clear and efficient call to emergency services if necessary. (This is also addressed in PS 1/2 Personal Safety.)
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

HSL HL12:

Health Education:

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Physical Health and Fitness (PHF)

- the characteristics and mental & physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating (HE)

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Health Prevention (HP)

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including visits to the dentist.

Safety Contexts (C)

I can describe a place where it is physically safer to play (MW)

I know how to use roads, identify some dangers and understand how to stay safe as a pedestrian and car passenger (MW)

I can describe the benefits of being outside and know how to stay safe in the sun (HP, MW)

I can identify familiar places where I can enjoy being near water & know how to keep safe (MW)

Basic First Aid & Preventing Accidents (D)

I can reduce risk and keep myself safer in a variety of situations

I recognise when I can offer help (BFA)

HSL HL12: Healthy Lifestyles

Staying Healthy (A)

I know a range of things to help me keep healthy (HP)

I understand why healthy eating is beneficial and how it supports physical activity (HE)

Exercise & Physical Activity (B)

I understand the difference between being active and sedentary, simple benefits of regular exercise & how my body feels when I exercise (PHF)

Healthy Eating (C)

I can talk about foods I like and dislike with reasons why

I recognise how foods fit within basic food groups in the Eatwell Guide & what constitutes a balanced meal (HE)

I understand we need food to grow, be active and maintain health

I know that everyone should eat 5 portions of fruit and veg every day (HE)

Choosing a Healthy Lifestyle (D)

I can make healthy eating choices and know how to prepare simple healthy meals

I know how to make choices which promote healthy living

EW FC1/2: *Not linked to statutory RHE but important for children to learn.*

EW FC1/2: Financial Capability

Financial Understanding

*I know where the money I have comes from and how to keep it safe
I know some ways money can be used and that it is a finite resource
I know of some things I have to buy and some things I choose to buy
I am beginning to understand what a family might need to pay for*

Financial Competence

I know how to keep simple financial records

Financial Responsibility and Feelings About Money

*I know feelings about money are varied and change
I know what charities are for and what some might do*

SMSC / British Values / Prevent Agenda / Christian Values: *So, / -- / Recognising and managing risk, making safer choices, resisting pressures, pressures from others that threatens their safety and wellbeing, Respect, Kindness, Peace*

Links to future learning: *Year 4 – Personal Safety PS34, Year 3 – Healthy Lifestyles HL34*

Year 2

Term: Year 2 Autumn 1		Topic Title: Street Detectives
Links to prior learning: <i>Year 1- Beginning and Belonging BB12</i>		
Statutory Relationships Health Education:		Key knowledge and Vocabulary
CIT RR12 Relationships Education Respectful Relationships (RR) <ul style="list-style-type: none"> the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 		CIT RR12: Rights, Rules and Responsibilities Rights and Responsibilities (A) <i>I can name some people who look after me and some of their responsibilities towards me.</i> <i>I can identify jobs and responsibilities I have at school and at home.</i> Understanding and developing rules (B) <i>I know how rules and conventions enable me to feel safe and happy in familiar settings. (RR)</i> <i>I know how I can be involved in decisions which affect me at home and at school.</i> Democracy and decision making (C) <i>I understand how democratic decisions might affect me in the everyday life of my class.</i> <i>I understand and experience the process of electing a school council representative.</i> <i>I can share opinions, take turns and value the views of others by listening actively. (RR)</i> <i>I develop skills to contribute to paired and class discussions about an issue which affects me.</i>
SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / Responsibilities for behaviour, rules and the law, democracy, having a voice and making a positive contribution / Democracy, government, rules and law, responsibilities, debates. Understanding values. Critical thinking / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage		
Links to future learning: <i>Year 4 – Rights and Responsibilities RR34</i>		

Term: Year 2 Autumn 2	Topic Title: Towers, Turrets and Tunnels
Links to prior learning: <i>EYFS – My Emotions MEF, Year 1 – Anti-Bullying AB12</i>	
Statutory Relationships Health Education:	Links to future learning
<p><u>MMR/ME12:</u> <u>Relationships Education</u> Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. <p><u>Health Education</u> Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. <p><u>AB12:</u> <u>Relationships Education</u> Caring Friendships (CF)</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed. Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs. 	<p><u>MMR ME12: My Emotions</u> Understanding and managing feelings (A) <i>I know the names of a basic range of feelings and the strength of my feelings. (MW)</i> <i>To know what might prompt different feelings in myself and others and understand that emotions and actions can have an effect on myself and others. (MW)</i> <i>To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like. (MW)</i></p> <p>Getting Support (B) <i>I know how to get support when I need it (MW)</i></p> <p>Understanding and managing the impact of feelings (C) <i>I can talk about my gifts and talents; what I am good at and what I find difficult (RR)</i> <i>I know I can do things to help change my mood (MW)</i></p> <p>Calming and Relaxing (D) <i>I know what relaxed means and how it feels (MW)</i> <i>I know it is possible to affect my behaviour by stopping and thinking about what we are doing (MW)</i></p> <p>Being Assertive (E) <i>To stand up for my own rights without being hurtful to others (RR)</i></p> <p><u>AB12: Anti-Bullying</u> Friendships & Falling Out (A) <i>Understand that teasing, unkindness and falling out might happen in friendships (CF)</i></p> <p>Defining Bullying (B) <i>Begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying (RR)</i></p> <p>Causes and types of bullying (C) <i>Begin to understand some reasons that people bully others and why it is unacceptable (RR)</i> <i>Begin to understand that bullying may happen when people do not respect others who may seem different (RR)</i></p> <p>How bullying may affect us (D)</p>

<ul style="list-style-type: none"> Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help That in school & in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous <p>Health Education</p> <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> Bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing <p>Internet Safety & Harms (ISH)</p> <ul style="list-style-type: none"> The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p><i>To understand how people who are bullied may feel (MW)</i> <i>To understand how it may feel to see someone else being bullied (MW)</i> <i>To understand how someone who bullies may feel (MW)</i></p> <p>Responding to bullying (E) <i>Identify some people in and out of school who they can talk to about friendship difficulties and bullying (RR)</i> <i>To develop simple strategies for preventing bullying by being assertive (RR)</i></p> <p>Supporting Others (F) <i>To understand simple ways to help someone who is being bullied (RR)</i></p> <p>Creating Safe environments (G) <i>Identify ways that the school prevents bullying (RR)</i> <i>Identify ways that the school promotes a caring ethos, encouraging positive and safe relationships (CF)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, C / Self knowledge and self esteem & responsibility for behaviour, rules & the law, respect for others, tolerance & harmony, discrimination / Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage, Joy</p>	
<p>Links to future learning: Year 4 – My Emotions ME34, Anti-Bullying AB34</p>	

Term: Year 2 Spring	Topic Title: Muck, Mess and Mixtures	Topic Title: Wriggle and Crawl
<p>Links to prior learning: EYFS - Me & My World MWF, Year 1 – Relationships & Sex Education RS1</p>		
<p>Statutory Relationships Health Education:</p> <p>CIT DC12: Relationships Education: Families and people who care for me (FP)</p> <ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (This is also addressed in RR 1/2 Rights, Rules and Responsibilities). practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>Links to future learning</p> <p>CIT DC12: Diversity and Communities</p> <p>Exploring my Identity (A) <i>I am beginning to build a sense of identity through exploring similarities and differences. (RR)</i> <i>I am beginning to understand that perceptions of gender may limit personal expression and choice. (RR)</i></p> <p>Valuing Difference (B) <i>I can express my family's structure, traditions, culture and beliefs and recognise that other families are different. (FP)</i> <i>I can recognise different groups I belong to and the different backgrounds of people I know. (RR)</i> <i>I understand how people might be affected by stereotypes. (RR)</i></p> <p>Exploring my Community (C)</p>	

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Health Education:

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

HSL PS12

Relationships Education:

Being Safe (BS)

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources.

Families and People Who Care For Me (FP)

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships (CF)

- how to recognise who to trust and who not to trust.

Respectful Relationships (RR)

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships (OR)

- that people sometimes behave differently online, including by pretending to be someone they are not
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Health Education:

I understand what 'my community' means and the benefits of belonging to community groups. (MW)

I know about people who help different groups in their community. (MW)

Understanding the Media (D)

I am beginning to understand the role of the media in my local community. (MW)

Caring for the Environment, Animals and Plants (E)

I know how to care for animals and plants in my own environment.

I know how I can help look after the school environment.

HSL PS 12: Personal Safety

Recognising if I am Feeling Safe or Unsafe (A)

I can identify different feelings and tell others how I feel (MW)

I am able to name my own early warning signs (BS)

Asking for Help, Trusted Adults and Networks of Support (B)

I know which adults and friends can be trusted (CF)

I know who I can talk to if I have a worry or need to ask for help (BS)

How my Actions Affect the Right of Others to Feel Safe (C)

I know which school/classroom rules are about helping people to feel safe (BS)

Bodily Autonomy (D)

I can identify private body parts (BS)

I know that my body belongs to me and can say 'no' to unwanted touch (BS)

Safe and Unsafe Secrets (E)

I know what I could do if I feel worried about a secret (BS)

Recognising and Reporting Abuse (F)

I know what I could do if a friend or someone in my family isn't kind to me (BS)

I know what I could do if something worries or upsets me when I am online (BS)

Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

HSL RS2:

Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

Families and People who care for me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HSL RS2: Relationships & Sex Education

The Human Life Cycle (A)

I know that humans produce babies that grow into children and then into adults (NC Science)

I know that babies grow inside a female body until they are ready to be born (NC Science)

Growing Up (B)

I know ways I have changed physically since I was born (NC Science)

Personal Responsibilities (C)

I know my responsibilities now and can compare these with when I was younger (CAB)

Parents Carers Families (D)

I understand how the needs of babies and young children are met by their families (FP)

I know that not all families are the same, but that love and care should be at the heart of all families (FP)

SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / Respect for others, tolerance & harmony between different cultural traditions, discrimination, contributing to their locality & to society, Charitable organisations / Diversity of national, regional, religious & ethnic identities in the UK. Mutual respect & understanding / Respect, Kindness, Peace, Koinonia, Service, Courage

Links to future learning: Year 3 – Relationships & Sex Education RS3, Year 3 – Financial Capability FC34

Term: Year 2 Summer		Topic Title: Wriggle and Crawl	Topic Title: Explorers S2
Links to prior learning: <i>Year 2 – Personal Safety PS12</i>			
Statutory Relationships Health Education:		Key knowledge and Vocabulary	
<p><u>HSL DE12:</u> <u>Health Education:</u> Drugs, Alcohol & Tobacco (DAT)</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p><u>Health & Prevention (HP)</u></p> <ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination 		<p><u>HSL DE12: Drug Education</u> Drug Types and Effects (A) <i>I know basic information about how substances enter the body and their effects. (DAT)</i></p> <p>Medicines (B) <i>I am developing an understanding of and attitudes towards medicines – how they can be helpful and their possible risks. (DAT)</i> <i>I am developing an understanding of and attitudes towards health professionals. (DAT)</i> <i>I know of reasons why many people have injections, including childhood immunisations. (HP)</i> <i>I recognise that there are ways to feel good and better without taking medicines. (DAT)</i></p> <p>Other Substances (C) <i>I understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT)</i></p> <p>Risk, Influences and Support (D) <i>I can identify situations where risky substances are present and be able to ask for advice or say ‘No, I won’t’. (DAT)</i> <i>I recognise persuaders and pressure in risky situations. (MW)</i></p>	
<p><u>MMR MC12:</u> <u>Relationships Education</u> Caring Friendships (CF)</p> <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. <p><u>Health Education:</u> Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 		<p><u>MMR MC12: Managing Change</u> Recognising and Understanding Change (A) <i>To recognise that they are growing and that their achievements, skills and responsibilities are changing.</i> <i>Be able to understand that there are changes that they can choose for themselves and changes they can’t do anything about.</i> <i>To understand how friendships may change over time (CF)</i></p> <p>Coping with Emotions in Loss and Change Situations (B) <i>To be able to name some of the emotions that may be felt in situations involving loss and change (MW)</i> <i>To develop strategies for coping with strong or uncomfortable emotions (MW)</i></p>	

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests

SMSC / British Values / Prevent Agenda/ Christian Values: So, Sp, M /___/Pressures from others that threatens their safety and wellbeing / Joy, Courage

Links to future learning: Year 3 Managing Safety & Risk MSR34, Year 4 Managing Change MC34, Year 3 Digital Lifestyles

Year 3

Term: Year 3 Autumn 1	Topic Title: Scrumdidlyumptious
Links to prior learning: Year 1 – Beginning & Belonging BB12	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>HSL HL34: Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Physical Health and Fitness (PHF)</p> <ul style="list-style-type: none"> • the characteristics and mental & physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy Eating (HE)</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Health Prevention (HP)</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>about dental health and the benefits of good oral hygiene and dental flossing, including visits to the dentist.</p>	<p>HSL HL34: Healthy Lifestyles A Balanced, Healthy Lifestyle (A) <i>Understand that I can make choices which contribute to a healthy lifestyle.</i> <i>Understand how physical activity and nutrition affects my physical and mental health (MW)</i></p> <p>Physical Activity (B) <i>Recognise ways in which stamina, strength and flexibility can be improved through physical activity (PHF)</i> <i>Understand that a healthy lifestyle involves making balance choices about their free time.</i></p> <p>Healthy Eating (C) <i>Be aware of the factors which influence their food choices.</i> <i>Understand the importance of consuming a variety and balance of food and drinks (HE)</i> <i>Understand how food helps to me to be active and healthy and gives me energy.</i> <i>Be able to plan and help prepare simple healthy meals (HE)</i></p> <p>Dental Hygiene & Sleep (D) <i>Know why good dental hygiene is important and how it contributes to a healthy lifestyle (HP)</i></p>

	<p>To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep (HP)</p> <p>Making Healthy Choices (D)</p> <p>Be able to reflect on their own lifestyles and take responsibility for their own healthy choices.</p>
SMSC / British Values / Prevent Agenda: So, M, C /Self knowledge & self-esteem & responsibility for behaviour /When, where and how to get help	
Links to future learning: Year 5 – Beginning & Belonging BB56	

Term: Year 3 Autumn 2	Topic Title: Tribal Tales
Links to prior learning: Year 1 Family & Friends FF12, Year 2 Anti-Bullying AB12	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>MMR FF34:</p> <p>Relationships Education:</p> <p>Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together and sharing each other's lives <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right 	<p>MMR FF34: Family and Friends</p> <p>Healthy Friendships (A)</p> <p>Recognise the qualities of a good friend on and offline (OR)</p> <p>Understand more about healthy friendships and how trust plays an essential part (CF)</p> <p>Developing Friendship Skills (B)</p> <p>Reflect on the effectiveness of their skills for choosing, making and developing friendships (CF)</p> <p>Develop more strategies for managing friendships challenges, repairing friendships and supporting others (CF)</p> <p>Empathise with another person in a disagreement, and to use this in resolving conflict (CF)</p> <p>Develop concepts of consent and personal boundaries (BS)</p> <p>Families and Other Special People (C)</p> <p>Understand that healthy families protect and care for each other in difficult times (FP)</p>

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others if needed

Online Relationships (OR)

- The same principles apply to online relationships as to face to face relationships including the importance of respect for others online including when we are anonymous

Being Safe (BS)

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)

MMR AB34:

Relationships Education

Caring Friendships (CF)

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed.
- Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened

Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- That in school & in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Online Relationships (OR)

- The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous

Health Education

Mental Wellbeing (MW)

- Bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing

Internet Safety & Harms (ISH)

- The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Identify people, other than family members, who are special to them now and to recognise how they affect and support each other (FP)

MMR AB 34 Anti-Bullying

Friendships & Falling Out (A)

Understand that difficulties that some friends have may or may not be bullying (CF)

Defining Bullying (B)

Understand the characteristics of different types of bullying (RR)

Understand about power and groups in bullying situations (RR)

Causes and types of bullying (C)

Understand how bullying can occur when people do not respect and empathise with their diverse peers (RR)

Understand more about indirect forms of bullying such as cyber bullying and exclusion (RR)

How bullying may affect us (D)

To understand that the feelings associated with bullying may last a long time (MW)

Understand the roles and possible feelings of bystanders and followers in a bullying situation (MW)

Responding to bullying (E)

Develop strategies for preventing bullying and responding assertively in different contexts (RR)

Supporting Others (F)

To understand a range of ways to help someone who is being bullied (RR)

To understand what bystanders can do to improve a bullying situation (RR)

Creating Safe environments (G)

Understand the procedures in school to prevent bullying and support those involved (RR)

Identify ways of helping the school to feel a safer place where bullying is less likely to happen (RR)

SMSC / British Values / Prevent Agenda / Christian Values: *So, Sp, M, C / Rules & the law, responsibility for behaviour, respect for others, tolerance & harmony, discrimination / Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Forgiveness, love, Courage*

Links to future learning: *Year 5 – Family & Friends FF56, Year 4 Anti-Bullying AB34*

Term: Year 3 Spring	Topic Title: Tremors Spr1	Walk Like an Egyptian Spr2
Links to prior learning: <i>Year 1 – Diversity & Communities DC12, Year 2 – Drug Education DE12, Relationships & Sex Education RS2</i>		
Statutory Relationships Health Education:	Key knowledge and Vocabulary	
<p>MMR BB34: Relationships Education: Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Being Safe (BS)</p> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p>MMR BB34: Beginning and Belonging Helping the classroom feel a safe place (A) <i>I know my role in helping my school be a place where we can learn happily and safely (RR)</i></p> <p>Building Relationships (B) <i>I know how to build collaborative relationships in class (CF)</i></p> <p>Coping with new Situations (C) <i>I know what it feels like to be new or start something new (MW)</i> <i>I know how to make people feel welcome in my school (RR)</i> <i>I know strategies to help me in new situations or learn something new (MW)</i></p> <p>Sources of Support (D) <i>I know different people in my network who I can ask for help (BS)</i> <i>I know when I might need help, how to ask for it and how to help others (BS)</i></p> <p>Digital Lifestyles</p> <p>Economic Wellbeing FC34: Financial Capability Financial Understanding (A) <i>Know that there are different ways to gain money, including paid work, and different ways to keep it safe.</i></p>	

<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p><i>Know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences.</i> <i>Understand that individuals and families may manage their money in different ways according to values, culture, circumstances etc</i> <i>Understand that choices made can have an impact on individuals, families and beyond.</i></p> <p>Financial Responsibility & Feelings About Money (B) <i>Understand that feelings about money can change and may be uncomfortable or complex.</i> <i>Develop an understanding of issues relating to poverty.</i> <i>Begin to understand why charities exist and how they might help.</i></p> <p>Financial Competence (C) <i>Be able to make informed choices about how money is spent and keep track of spending.</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, C / Respect for others, tolerance & harmony between different cultural traditions, discrimination, contributing to their locality and society / Diversity of national, regional, religious and ethnic identities in the UK, Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage</p>	
<p>Links to future learning: Year 5 – Diversity & Communities DC56, Year 5 – Drug Education DE56, Relationships & Sex Education RS4</p>	

<p>Term: Year 3 Summer</p>	<p>Topic Titles: Predators</p>
<p>Links to prior learning: Year 2 - Personal Safety PS12, Year 1 – Healthy Lifestyles HL12</p>	
<p>Statutory Relationships Health Education:</p>	<p>Key knowledge and Vocabulary</p>
<p>HSL RS3: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Health Education: Health and Prevention (HP)</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. <p>Changing Adolescent Body (CAB)</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 	<p>HSL RS3: Relationships & Sex Education Body Knowledge (A) <i>I know the scientific names for male and female sexual parts and use them confidently (BS)</i> Body Functions & changes (B) <i>I know times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)</i> Body Awareness & Image (C) <i>I value my own body and recognise its uniqueness.</i> Personal Hygiene (D) <i>I understand the benefits of carrying out regular personal hygiene routines. (HP)</i> <i>I consider who is responsible for their personal hygiene now, and how this will change the future. (HP)</i> Illness/Disease Prevention (E)</p>

<p>HSL MSR34: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter who they do not know. (This is also addressed in PS 1/2 Personal Safety.) <p>Health Education Health Prevention (HP)</p> <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>Basic First Aid (BFA)</p> <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. (This is also addressed in PS 1/2 Personal Safety.) concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p><i>I understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how I can reduce this. (HP)</i></p> <p>HSL MSR34: Managing Safety & Risk Reactions to Risk (A) <i>State possible physical and emotional reactions to risk (MW)</i></p> <p>Strategies in Risky Situations (B) <i>Develop decision making strategies for risky situations</i> <i>Understand that pressure to act in a risky way might come from people they know.</i> <i>Be able to suggest known and unknown people they would ask for help in risky situations (BS)</i></p> <p>Safety Contexts (C) <i>Identify further benefits & risks with road traffic and have strategies to stay safer and get help (MW)</i> <i>To identify further benefits and risks of being near water and have strategies to stay safer and get help (MW)</i> <i>To identify different risks with fire and have strategies to stay safer and respond to an accident.</i></p> <p>Basic First Aid & Preventing Accidents (D) <i>Be able to recognise an emergency and take suitable action (HP BFA)</i> <i>Identify risks when joining in with activities and visits and have strategies to stay safer and offer help (MW)</i> <i>Know some causes of accidents in familiar settings, actions which could prevent them and ways to offer help.</i></p>
<p>SMSC / British Values / Prevent Agenda: So, / -- / Recognising and managing risk, making safer choices, resisting pressures, pressure from others that threatens their safety and wellbeing</p>	
<p>Links to future learning: Year 6 – Personal Safety PS56, Year 5 Healthy Lifestyles HL56</p>	

Year 4

Term: Year 4 Autumn 1		Topic Title: God's and Mortal's
Links to prior learning: Year 2 – Rights, Rules & Responsibilities RR12		
Statutory Relationships Health Education:		Key knowledge and Vocabulary
CIT RR34: Relationships Education: Respectful Relationships (RR) <ul style="list-style-type: none"> the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 		CIT RR34: Rights, Rules and Responsibilities Rights and Responsibilities (A) <i>I understand the difference between rights, wants and needs, and that rights come with responsibilities.</i> <i>I recognise their responsibilities at school and at home to themselves and others.</i> <i>I recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this. (RR)</i> <i>I identify those in positions of authority in school and the wider community and explore ways to show respect. (RR)</i> Understanding and developing rules (B) <i>I understand why rules and conventions are needed at home and at school. (RR)</i> <i>I am developing skills to participate in making and changing rules at home and at school.</i> Democracy and Decision Making (C) <i>I understand how decisions can be made democratically in my class through simple debating and voting.</i> <i>I understand how children and adults in school might be democratically elected to represent others.</i>
SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / Responsibilities for behaviour, rules and the law, democracy, having a voice and making a positive contribution / Democracy, government, rules and law, responsibilities, debates. Understanding values. Critical thinking / Respect, Peace, Koinonia, Service, Justice, Courage		
Links to future learning: Year 6 – Rights, Rules & Responsibilities RR56		

Term: Year 4 Autumn 2	
Links to prior learning: Year 2 – My Emotions ME12, Year 3 Anti-Bullying AB34	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>MMR ME34: Relationships Education: Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. <p>Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. <p>MMR AB34: Relationships Education Caring Friendships (CF)</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed. Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened 	<p>MMR ME34: My Emotions Understanding and managing feelings (A) <i>I can recognise and communicate an increasing range of emotions, both comfortable and uncomfortable (MW)</i> <i>I understand what is meant by "mental health" or "mental wellbeing" and why this is as important as physical wellbeing (MW)</i> <i>I understand some of the ways emotions may affect our interactions, and to show care towards others and their emotions (MW)</i> <i>I know the names of a basic range of feelings and the strength of my feelings (MW)</i> Getting Support (B) <i>I can identify my worries and decide what I might do about them (MW)</i> <i>I know how to get support when I need it (MW)</i> Strengths and Qualities (C) <i>I recognise some of my own and others' strengths and personal qualities (RR)</i> <i>I understand that how I feel can affect how I tackle things and whether or not I find them difficult (MW)</i> <i>I understand what is meant by "over-reacting" and can show myself and others understanding (MW)</i> Calming and Relaxing (D) <i>I know some strategies to move from an uncomfortable state to a more positive one. (MW)</i> Being Assertive (E) <i>To know what it means to be assertive and to be able to act assertively. (RR)</i></p> <p>MMR AB 34 Anti-Bullying Friendships & Falling Out (A) <i>Understand that difficulties that some friends have may or may not be bullying (CF)</i> Defining Bullying (B) <i>Understand the characteristics of different types of bullying(RR)</i> <i>Understand about power and groups in bullying situations (RR)</i> Causes and types of bullying (C) <i>Understand how bullying can occur when people do not respect and empathise with their diverse peers (RR)</i> <i>Understand more about indirect forms of bullying such as cyber bullying and exclusion (RR)</i></p>

<p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help That in school & in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous <p>Health Education</p> <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> Bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing <p>Internet Safety & Harms (ISH)</p> <ul style="list-style-type: none"> The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p>How bullying may affect us (D) <i>To understand that the feelings associated with bullying may last a long time (MW)</i> <i>Understand the roles and possible feelings of bystanders and followers in a bullying situation (MW)</i></p> <p>Responding to bullying (E) <i>Develop strategies for preventing bullying and responding assertively in different contexts (RR)</i></p> <p>Supporting Others (F) <i>To understand a range of ways to help someone who is being bullied (RR)</i> <i>To understand what bystanders can do to improve a bullying situation (RR)</i></p> <p>Creating Safe environments (G) <i>Understand the procedures in school to prevent bullying and support those involved (RR)</i> <i>Identify ways of helping the school to feel a safer place where bullying is less likely to happen (RR)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, C / Self Knowledge & Self Esteem and responsibility of behaviour Rules & the law, responsibility for behaviour, respect for others, tolerance & harmony, discrimination / Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Justice, Courage</p>	
<p>Links to future learning: Year 6 – My Emotions ME56, Year 5 Anti-Bullying AB56</p>	

<p>Term: Year 4 Spring</p>	<p>Topic Title: Road Trip</p>
<p>Links to prior learning: Year 1 – Working Together WT12, Year 1 - Financial Capability FC12, Year 3 Relationships & Sex Education RS3</p>	
<p>Statutory Relationships Health Education:</p> <p>DC 34: Relationships Education: Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them <p>Respectful Relationships (RR)</p>	<p>Key knowledge and Vocabulary</p> <p>Citizenship DC34: Diversity & Communities Exploring my Identity (A) <i>Explore how perceived similarities and differences contribute to the building of a sense of identity (RR)</i> <i>Explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices (RR)</i></p> <p>Valuing Difference (B) <i>Know that families are made up in a variety of ways (FP)</i> <i>Understand the breadth of cultures, traditions and beliefs of people in their locality (RR)</i> <i>Understand the importance of valuing difference and diversity (RR)</i></p>

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (This is also addressed in RR 1/2 Rights, Rules and Responsibilities).

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Health Education:

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Citizenship WT34:

Relationships Education:

Respectful Relationships (RR)

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others including those in positions of authority

Caring Friendships (CF)

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Understand what stereotypes are, their negative effects and ways to challenge them (RR)

Exploring my Community (C)

Be able to describe some groups and communities around them and the benefits of being part of these (MW)

Know about some of the roles of people who support their community and how they help people with different needs (MW)

What is the Media? (D)

Understand the different forms the media takes and some of what it does (MW)

Caring for the Environment, Animals and Plants (E)

Understand how to care for the local environment and the benefits for individuals

Know about the needs of animals, including pets, and the responsibilities of humans towards them

Citizenship WT34: Working Together

Recognising & Developing Strengths and Skills (A)

Recognise their own worth and identify positive things about themselves and others

Be able to identify skills they need to and would like to develop

Experience learning a new skill as a class and to reflect on that process

Developing Communication Skills (B)

Understand and practise some skills of a good communicator, including effective confident expressions of opinions and questioning skills (RR)

Developing Group Work Skills

Understand and develop effective group work skills, including problem solving and decision making (RR)

Know how different people can contribute in different ways to a group task

Applying Communication and Group Work Skills (C)

Apply communication and group work skills in a real situation (CF)

Be able to persevere at a task even when faced with difficulties (CF)

Evaluating Communication and Group Work Skills (D)

Be able to evaluate a group task, including their own and others' contribution, the overall process and final results (CF)

Be able to give feedback sensitively and receive it from others (RR)

HSL RS4:

Relationships Education:

Families and People who care for me (FP)

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HSL RS4: Relationships & Sex Education

Growing Up (B)

*I am beginning to understand perceptions of being physically, emotionally and socially 'grown up'.
(CAB)*

Personal Responsibilities (C)

*I can consider my responsibilities and how these have changed and how they will change in the future.
(CAB)*

Parents Carers Families (D)

I can consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)

SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, / Self Knowledge & self confidence, responsibility for behaviour showing initiative, having a voice and making a positive contribution, Charitable organisations / Resilience, determination, confidence / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage

Links to future learning: Year 6 – Working Together WT56, Year 6 - Financial Capability FC56, Year 5 Relationships & Sex Education RS5

Term: Year 4 Summer	Topic Title: Road Trip
Links to prior learning: <i>Year 1 – Managing Safety & Risk MSR12, Year 2 – Managing Change MC12, Year 1 Digital Lifestyles</i>	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>HSL PS34: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources. <p>Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings <p>HSL DE34: Health Education:</p>	<p>HSL PS34: Personal Safety Recognising if I am Feeling Safe or Unsafe (A) <i>I can identify when my own early warning signs are telling me I don’t feel safe (BS)</i></p> <p>Asking for Help, Trusted Adults and Networks of Support (B) <i>I can describe the qualities of trusted adults and trusted friends (CF)</i> <i>Be able to name who is on my network of support and know how I can ask them for help (BS)</i></p> <p>How my Actions Affect the Right of Others to Feel Safe (C) <i>To be able to decide which school/classroom rules are about helping people to feel safe (BS)</i></p> <p>Bodily Autonomy (D) <i>To be able to identify the sort of physical contact I feel comfortable with (BS)</i> <i>To know what I could do if I experience unwanted or unsafe physical contact (BS)</i></p> <p>Safe and Unsafe Secrets (E) <i>To be able to decide if a secret is safe or unsafe (BS)</i></p> <p>Recognising and Reporting Abuse (F) <i>I know what I could do if I feel worried about a friendship or family relationship (BS)</i></p> <p>HSL DE34: Drug Education Drug Types and Effects (A) <i>Understand more about different types of drugs, how they enter the body and their effects. (DAT)</i></p>

Drugs, Alcohol & Tobacco (DAT)

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health & Prevention (HP)

- the facts and science relating to allergies, immunisation and vaccination

MMR MC34:

Relationships Education

Caring Friendships (CF)

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Health Education:

Mental Wellbeing (MW)

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests

Medicines (B)

Develop understanding about essential use of medicines and people who administer them (DAT)

Understand the basic principles of immunisation and consider personal experience (HP)

Know the basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules (DAT)

Other Substances (C)

Develop attitudes and beliefs about two legal, recreational drugs (nicotine & alcohol) and people who might misuse them and why. (DAT)

Risk, Influences and Support (D)

Understand and practise how to act if harmful items (eg a syringe) or unknown substances are found (DAT)

Begin to recognise influences from friends, the media and other sources and how to respond to these (CF)

MMR MC34: Managing Change

Identifying Changes (A)

Identify changes they and other children may experience in their lives.

Friendship Changes (B)

Know why and how friendships might change and how this might feel (MW)

Separation and loss (C)

Be able to identify some situations which involve temporary or permanent loss, and describe how someone might feel (MW)

Managing Feelings and Getting Support (D)

Develop strategies for managing feelings associated with loss and change (MW)

Know who can help them if they are experiencing difficult emotions, and know how to access support or approach someone (MW)

Planning for Change (E)

Understand that some changes are wanted and that they can plan for them.

Digital Lifestyles

SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, / / Recognising and managing risk, making safer choices, resisting pressures / Respect, Justice, Courage

Links to future learning: Year 5 – Managing Safety & Risk MSR56, Year 6 – Managing Change MC56, Year 6 Digital Lifestyles

Year 5

Term: Year 5 Autumn 1		Topic Title: Traders and Raiders
Links to prior learning: Year 3 – Beginning & Belonging BB34		
Statutory Relationships Health Education:		Key knowledge and Vocabulary
<p>MMR BB56: Relationships Education: Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Being Safe (BS)</p> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 		<p>MMR BB56: Beginning and Belonging Helping the classroom feel a safe place (A) <i>I have ideas to help my school be a safer and happier place</i> <i>I have an awareness of how my own actions may impact on the feelings of others (RR)</i></p> <p>Building Relationships (B) <i>I have strategies to build collaborative relationships within the class and the school (CF)</i></p> <p>Coping with new Situations (C) <i>To recognise the emotions people might feel in a new situation and how to support them (MW)</i> <i>To know how to help new people feel welcome, in a range of situations in and out of school (CF)</i> <i>To develop their own strategies for coping with emotions and developing resilience in new situations (MW)</i></p> <p>Sources of Support (D) <i>To be able to identify a range of sources of support and know how to seek help (BS)</i> <i>To be able to ask for help and support for others, report concerns and keep trying until they are heard (BS)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So,M, C / When, where and how to get help (safety circles / networks of support) Respect, Kindness, Peace, Koinonia, Service, Justice, Courage</p>		
Links to future learning: Year 6 – Rights, Rules & Responsibilities RR56		

Term: Year 5 Autumn 2	Topic Title: Scream Machine
Links to prior learning: Year 3 Family & Friends FF34, Year 4 Anti-Bullying AB34	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p><u>HSL MSR56:</u> <u>Relationships Education:</u> Being Safe (BS)</p> <ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter who they do not know. (This is also addressed in PS 1/2 Personal Safety.) <p><u>Health Education</u> Health Prevention (HP)</p> <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>Basic First Aid (BFA)</p> <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. (This is also addressed in PS 1/2 Personal Safety.) concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p><u>MMR AB56:</u> <u>Relationships Education</u> Caring Friendships (CF)</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed. Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<p><u>HSL MSR56: Managing Safety & Risk</u> Reactions to Risk (A) <i>Explore positive and negative aspects of risk taking (MW)</i> <i>Understand the benefits and consequences of taking physical, social and emotional risks (MW)</i></p> <p>Strategies in Risky Situations (B) <i>Explore situations where they have responsibility for their own safety and safety of others (BS)</i> <i>Understand and practise a range of strategies to reduce risk (BS)</i> <i>Learn ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult) (BS)</i></p> <p>Safety Contexts (C) <i>Identify new risky situations due to increasing independence and consider safety implications.</i> <i>Identify safety issues when cycling and develop understanding of how to stay safe on the roads.</i> <i>Identify some benefits of being outside and have strategies to keep themselves safer in the sun (HP)</i> <i>Identify a wider range of situations where they might encounter risk e.g. on public transport, near the railway and have strategies to stay safer.</i></p> <p>Basic First Aid & Preventing Accidents (D) <i>Understand and practise basic procedures for first aid and making an emergency call (BFA)</i> <i>Understand their growing responsibility and possible actions to prevent a wider range of accidents at home or school.</i></p> <p><u>MMR AB 56 Anti-Bullying</u> Friendships & Falling Out (A) <i>Correctly distinguish between friendship difficulties and bullying (CF)</i> Defining Bullying (B) <i>Define the key characteristics of verbal, physical, indirect and cyber forms of bullying (RR)</i></p>

<ul style="list-style-type: none"> That in school & in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous <p>Health Education</p> <p>Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> Bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing <p>Internet Safety & Harms (ISH)</p> <ul style="list-style-type: none"> The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p><i>Understand the common elements of all types of bullying and those that differ (RR)</i></p> <p><i>Understand how people that bully may use power imbalance, manipulation and exclusion within groups (RR)</i></p> <p>Causes and types of bullying (C)</p> <p><i>Explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others (MW)</i></p> <p><i>Understand more about forms of prejudice-based bullying (CF)</i></p> <p><i>Understand cyberbullying, how to take positive action to prevent it and how to ask for help (ISH)</i></p> <p>How bullying can affect us (D)</p> <p><i>To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour (MW)</i></p> <p>Responding to bullying (E)</p> <p><i>Understand personal circumstances that may lead someone to engage in bullying or becoming a target of bullying (RR)</i></p> <p><i>Understand how to prevent or stop bullying assertively in different online and offline contexts to benefit those involved (RR)</i></p> <p>Supporting Others (F)</p> <p><i>Understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders (RR)</i></p> <p>Creating Safe environments (G)</p> <p><i>Consider when, where and what types of bullying are happening in the local community and how to respond (RR)</i></p> <p><i>Identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community (RR)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / Rules & the law, responsibility for behaviour, respect for others, tolerance & harmony, discrimination / Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage</p>	
<p>Links to future learning: Secondary Education</p>	

Term: Year 5 Spring	Topic title: Stargazers
Links to prior learning: Year 4 – Diversity & Communities DC34, Year 4 Drug Education DE34, Relationships & Sex Education RS4	
Statutory Relationships Health Education:	Key knowledge and Vocabulary

Citizenship WT56:

Relationships Education:

Respectful Relationships (RR)

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - Practical steps they can take in a range of different contexts to improve or support respectful relationships
 - the conventions of courtesy and manners.
 - the importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others including those in positions of authority

Caring Friendships (CF)

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Citizenship WT56: Working Together

Recognising & Developing Strengths and Skills (A)

Recognise their own strengths and skills and understand how they are perceived by others.

Be able to challenge themselves and others to work on developing new skills.

Reflect on the experience of learning a new skill and know how to apply it in different contexts.

Be aware of how their strengths may be useful in a range of different careers in the future.

Developing Communication Skills (B)

Understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views (CF)

Developing Group Work Skills (C)

Understand and develop effective group work skills, including decision making, chairing and debating. (RR)

Influences on Decision Making (D)

Recognise influences on their decision making, including the media.

Developing an Awareness of Strengths and Skills in Group Work (E)

Be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement others (CF)

Developing Perseverance (F)

Be able to persevere and overcome barriers to achieving a task (CF)

Evaluating and Feedback Skills (D)

Be able to evaluate a group task, including their own and others' contribution, the overall process and final results (RR)

Economic Wellbeing FC56: Financial Capability

Financial Understanding (A)

Develop a broader view of what money is, including its history, trade and currencies.

Know what different jobs require different skills and are paid at different rates.

Know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc) and how money we earn might support the community.

Differentiate between essentials and desires (needs and wants) and understand that these may be different for different people in different circumstances.

Know how they might plan for immediate and the more distant future, including the part debt might play and why people save.

Financial Responsibility & Feelings About Money (B)

Begin to understand that our choices about spending affect our local communities and the wider world

Begin to understand that 'poverty' might have different meanings to people in different circumstances

MMR FF56:

Relationships Education:

Families and People Who Care For Me (FP)

- that families are important for children growing up because they can give love, security and stability
- Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, the importance of spending time together and sharing each other's lives

Caring Friendships (CF)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others if needed

Online Relationships (OR)

- The same principles apply to online relationships as to face to face relationships including the importance of respect for others online including when we are anonymous

Being Safe (BS)

- what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)

Financial Competence (C)

Be able to manage money in a real life situation.

Digital Lifestyles

MMR FF56: Family and Friends

Healthy Friendships (A)

Explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy (CF)

Explore the concepts of trust and loyalty in changing relationships, on and offline (CF)

Developing Friendship Skills (B)

Explore skills for choosing, making and developing new friends, including online only friendships (OR)

Recognise some of the pressures on friendships and family relationships and to develop strategies to manage them (FP)

Understand how communication, empathy and compromise all contribute to resolving conflict (CF)

Understand when people should give or get consent in both on and offline situations (BS)

Families and Other Special People (C)

Understand that healthy families are committed to supporting each other as the needs of the members change (FP)

Identify people in their network, on and offline, to explore how these relationships have changed and how people support each other (OR)

SMSC / British Values / Prevent Agenda: So, Sp, M, C / Respect for others, tolerance & harmony between different cultural traditions, discrimination, contributing to their locality and society / Diversity of national, regional, religious and ethnic identities in the UK, Mutual respect and understanding / Respect, Kindness, Peace, forgiveness, Love, Justice, Courage

Links to future learning: Year 6 – Relationships & Sex Education RS6

Term: Year 5 Summer	Topic title: Egypt
Links to prior learning: Year 4 – Personal Safety PS34, Year 3 – Healthy Lifestyles HL34	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>HSL RS5: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. <p>Health Education: Health and Prevention (HP)</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. <p>Changing Adolescent Body (CAB)</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including key facts about the menstrual cycle 	<p>HSL RS5: Relationships & Sex Education The Human Life Cycle (A) <i>I understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</i> <i>I understand that babies begin when a male seed and female egg join together.</i></p> <p>Body Knowledge (A) <i>Identify male and female sexual parts confidently and describe their functions (BS)</i> <i>Know the terminology for sexual parts appropriate for use in different situations (BS)</i></p> <p>Body Functions & changes (B) <i>Know and understand about the physical changes that take place at puberty and how to manage them (CAB)</i> <i>Understand that physical changes affect people in a variety of ways and at different rates (CAB)</i></p> <p>Body Awareness & Image (C) <i>Understand how the media, families and friends can influence attitude to their bodies.</i></p> <p>Personal Hygiene (D) <i>Know about aspects of personal hygiene relevant to puberty and the implications of these.</i></p> <p>Illness/Disease Prevention (E) <i>Understand that safe routines can stop the spread of viruses and bacteria (HP)</i></p>
<p>HSL HL56: Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Internet Safety and Harms (ISH)</p>	<p>HSL HL56: Healthy Lifestyles Healthy Living (A) <i>Be aware of and be able to identify a range of factors which contribute to their physical and mental health (PHF/FP)</i></p> <p>Healthy Eating (B)</p>

<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online and their own and others' mental and physical wellbeing Why social media, some computer games and online gaming for example are age restricted <p>Physical Health and Fitness (PHF)</p> <ul style="list-style-type: none"> the characteristics and mental & physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy Eating (HE)</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories, and nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Health Prevention (HP)</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>about dental health and the benefits of good oral hygiene and dental flossing, including visits to the dentist.</p>	<p><i>Understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs and to know the Eatwell guide represents a balanced diet (HE)</i></p> <p>Physical Activity (C)</p> <p><i>Understand the benefits of physical activity for promoting health and the risks of not engaging in it (PHF/MW)</i></p> <p>Online Wellbeing (D)</p> <p><i>Know about the benefits and risks to their physical and mental health of time spent online (ISH)</i></p> <p><i>Know why apps and games are age restricted and know how to make healthier choices (ISH)</i></p> <p>Influences, Choices and Taking Responsibility (E)</p> <p><i>Know the signs of physical illness and explain how they might respond (PHF)</i></p> <p><i>Understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults. Understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices (PHF/HP)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, M/ -- / Recognising and managing risk, making safer choices, resisting pressures, pressure from others that threatens their safety and wellbeing / Respect, Kindness, Peace, Courage</p>	
<p>Links to future learning: Year 6 - Warning Zone, Secondary Education</p>	

Year 6

<p>Term: Year 6 Autumn 1</p>	<p>Topic title: Brazil</p>
<p>Links to prior learning: Year 4 – Rights, Rules & Responsibilities RR34</p>	
<p>Statutory Relationships Health Education:</p> <p><u>CIT RR56: Rights, Rules and Responsibilities</u></p> <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Online Relationships (OR)</p>	<p>Key knowledge and Vocabulary</p> <p><u>CIT RR56: Rights, Rules and Responsibilities</u></p> <p>Rights and Responsibilities (A)</p> <p><i>I understand the basic rights of children and adults and know who is responsible for ensuring these are protected.</i></p> <p><i>I am developing an understanding of my rights and responsibilities, and can explain these.</i></p>

<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online and when we are anonymous 	<p><i>I recognise my right to feel respected and my responsibility to show respect to all, including those in positions of authority and those we meet online. (OR/RR)</i></p> <p>Understanding and developing rules (B)</p> <p><i>I take an active role in making, reviewing and adhering to rules in class and the wider school community.</i></p> <p><i>I can describe views about courtesy and manners amongst people I know and places I go. (RR)</i></p> <p><i>I can explain and demonstrate rules for keeping safe online and who to speak to if I feel unsafe. (OR)</i></p> <p><i>I understand why rules and laws are needed in society.</i></p> <p>Democracy and Decision Making (C)</p> <p><i>I understand how democratic elections work at school and nationally and how people represent or act on behalf of others.</i></p> <p><i>I know the role of councils, councillors, Parliament and MPs in our country.</i></p> <p><i>I can take part in a debate respectfully, listen to others and share my own view. (RR)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / Responsibilities for behaviour, rules and the law, democracy, having a voice and making a positive contribution / Democracy, government, rules and law, responsibilities, debates. Understanding values. Critical thinking / Respect, Peace, Koinonia, Service, Justice</p>	
<p>Links to future learning: Secondary Education</p>	

Term: Year 6 Autumn 2	Topic title: A Child's War
Links to prior learning: Year 4 – My Emotions ME34, Year 5 – Anti-Bullying AB56	
Statutory Relationships Health Education:	Key knowledge and Vocabulary
<p>MMR ME56: Relationships Education Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. <p>Health Education Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	<p>MMR ME56: My Emotions Understanding and managing emotions (A)</p> <p>I can communicate effectively a wide range of emotions, including mixed emotions (MW)</p> <p>I recognise emotions in others and consider their responses (MW)</p> <p>I am able to judge how appropriate and proportionate my own reactions might be when feeling overwhelmed (MW)</p>

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
 - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
 - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
 - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

MMR AB56:

Relationships Education

Caring Friendships (CF)

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these and seek help or advice from others, if needed.
- Most friendships have ups and downs and can be worked through so friendships are repaired or strengthened

Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from or make different choices or have different preferences or beliefs.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- That in school & in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Online Relationships (OR)

- The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous

Health Education

Mental Wellbeing (MW)

- Bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing

Internet Safety & Harms (ISH)

Mental wellbeing and mental ill health (B)

I can describe how mental wellbeing is a part of daily life for everyone (MW)

I understand what is meant by mental ill health, and how common this is (MW)

I can describe some self-care strategies and how these might help (MW)

I understand what is meant by loneliness and to be able to suggest some strategies when feeling isolated (MW)

Identity and self-respect (C)

I understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity (RR)

I understand how to have self-respect and to be able to describe what might help to boost this (RR)

Getting support (D)

I know when I might need support, who I might approach, and how to do this (MW)

MMR AB56 Anti-Bullying

Friendships & Falling Out (A)

Correctly distinguish between friendship difficulties and bullying (CF)

Defining Bullying (B)

Define the key characteristics of verbal, physical, indirect and cyber forms of bullying (RR)

Understand the common elements of all types of bullying and those that differ (RR)

Understand how people that bully may use power imbalance, manipulation and exclusion within groups (RR)

Causes and types of bullying (C)

Explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others (MW)

Understand more about forms of prejudice-based bullying (CF)

Understand cyberbullying, how to take positive action to prevent it and how to ask for help (ISH)

How bullying can affect us (D)

To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour (MW)

Responding to bullying (E)

<ul style="list-style-type: none"> The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<p><i>Understand personal circumstances that may lead someone to engage in bullying or becoming a target of bullying (RR)</i> <i>Understand how to prevent or stop bullying assertively in different online and offline contexts to benefit those involved (RR)</i> Supporting Others (F) <i>Understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders (RR)</i> Creating Safe environments (G) <i>Consider when, where and what types of bullying are happening in the local community and how to respond (RR)</i> <i>Identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community (RR)</i></p>
<p>SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, C / Self Knowledge & Self Esteem and responsibility of behaviour Rules & the law, responsibility for behaviour, respect for others, tolerance & harmony, discrimination / Mutual respect and understanding / Respect, Kindness, Peace, Koinonia, Forgiveness, Justice, Courage</p>	
<p>Links to future learning: Secondary Education</p>	

Term: Year 6 Spring	Topic title: Frozen Kingdoms	Topic Title: Revolution
<p>Links to prior learning: Year 4 – Working Together WT34, Year 4 Financial Capability FC34, Year 5 Relationships & Sex Education RS5</p>		
<p>Statutory Relationships Health Education:</p>	<p>Key knowledge and Vocabulary</p>	
<p>DC 56: Relationships Education: Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (This is also addressed in RR 1/2 Rights, Rules and Responsibilities). practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or 	<p>Citizenship DC56: Diversity & Communities Exploring my Identity (A) <i>Explore the elements that make up peoples identities and how others' perceptions can influence identity (RR)</i> <i>Explore how perceptions of gender amongst peers and media affect identity, emotions, friendships, behaviour and choices (RR)</i> Valuing Difference (B) <i>Explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK (RR)</i> <i>Understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect (RR)</i> <i>Recognise the negative effects of stereotyping and how they might lead to prejudice (RR)</i> Exploring my Community (C) <i>Recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness (MW)</i> <i>Understand the role of volunteers and voluntary organisations (MW)</i> What is the Media? (D) <i>Know about the role of the media nationally, and understand how it can affect their community.</i></p>	

backgrounds), or make different choices or have different preferences or beliefs.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Health Education:

Mental Wellbeing (MW)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

HSL DE56:

Health Education:

Drugs, Alcohol & Tobacco (DAT)

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health & Prevention (HP)

- the facts and science relating to allergies, immunisation and vaccination

Caring for the Environment, Animals and Plants (E)

Understand some ways of caring for the wider environment and the contribution they can make.

HSL DE56: Drug Education

Drug Types and Effects (A)

Know about different categories of drugs including medicines (both prescribed and over the counter) legal recreational and illegal (DAT)

Medicines (B)

Understand the role of medicines in promoting, improving and sustaining health(DAT)

Understand the role of immunisation and implications for health (HP)

Other Substances (C)

Develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences (DAT)

Develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences (DAT)

Develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences (DAT)

Develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives (DAT)

Begin to learn about the law relating to the use and misuse of legal and illegal drugs (DAT)

Risk, Influences and Support (D)

Recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations (RR)

Recognise peer influence and its effects on decision making and behaviour (RR)

Develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs (DAT)

Begin to distinguish between fact and opinion in relation to drugs and to know where to check for information and advice (DAT)

SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, / Self Knowledge & self confidence, responsibility for behaviour showing initiative, having a voice and making a positive contribution, Charitable organisations / Resilience, determination, confidence / Respect, Koinonia, Service, Justice, Courage

Links to future learning: Secondary Education

Term: Year 6 Summer

Topic title: Darwin's Delights

Links to prior learning: Year 3 – Managing Safety & Risk MSR34, Year 4 – Managing Change MC34, Year 4 Digital Lifestyles

Statutory Relationships Health Education:

Key knowledge and Vocabulary

<p>HSL PS56: Relationships Education: Being Safe (BS)</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources. <p>Families and People Who Care For Me (FP)</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring Friendships (CF)</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust. <p>Respectful Relationships (RR)</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships (OR)</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>Health Education: Mental Wellbeing (MW)</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>HSL RS6: Relationships Education: Families and People who care for me (FP)</p> <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<p>HSL PS56: Personal Safety Recognising if I am Feeling Safe or Unsafe (A) <i>Recognise and report feelings of being unsafe or feeling bad about any adult (BS)</i></p> <p>Asking for Help, Trusted Adults and Networks of Support (B) <i>Be able to recognise who to trust and who not to trust (CF)</i> <i>Be able to ask for advice or help for themselves or others and to keep trying until they are heard (BS)</i> <i>Know where to get advice e.g. Family, school and /or other sources (BS)</i> <i>Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (BS)</i></p> <p>How my Actions Affect the Right of Others to Feel Safe (C) <i>Be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate (MW)</i></p> <p>Bodily Autonomy (D) <i>Know what sorts of boundaries are appropriate in friendships with peers and others (including a digital context) (BS)</i> <i>Know the importance of permission-seeking and giving in relationships with friends, peers and adults (RR)</i> <i>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (BS)</i></p> <p>Safe and Unsafe Secrets (E) <i>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (BS)</i></p> <p>Recognising and Reporting Abuse (F) <i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (BS)</i></p> <p>HSL RS6: Relationships & Sex Education The Human Life Cycle (A) <i>Know about different ways babies are conceived and born including sexual reproduction and sexual intercourse (Sex Ed).</i></p> <p>Growing Up (B)</p>
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- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MMR MC56:

Relationships Education

Caring Friendships (CF)

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Health Education:

Mental Wellbeing (MW)

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively (CAB)

Personal Responsibilities (C)

Understand that they have some responsibility for the feelings and wellbeing of others (MW)

Parents Carers Families (D)

Have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely (FP)

Consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment (FP)

Be aware of the respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families (FP)

MMR MC56: Managing Change

Identifying Changes (A)

Be able to identify a range of situations which involve loss and change (CAB)

Family Changes (B)

Identify changes which happen in families, and what the impact might be on family members.

Managing Emotions, Getting and Giving Support (C)

Recognise emotions associated with loss and change, and understand how these can change over time (MW)

Be able to identify what might help when experiencing difficult emotions, how to get support and how they can support others. (MW)

Ways to Manage Change (D)

Recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways

Reflect on own experiences of change and how they have affected them both positively and negatively.

Develop strategies for coping with future changes that they may experience (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests
- Simple self-care techniques, including the impact of relaxation, time spent with family and friends and the benefits of hobbies and interests.

Identify the changing influences on their friendships and relationships, and how they might manage these (CF)

Economic Wellbeing FC56: Financial Capability

Financial Responsibility & Feelings About Money (B)

Begin to understand that our choices about spending affect our local communities and the wider world

Financial Competence (C)

Be able to manage money in a real life situation.

Digital Lifestyles

SMSC / British Values / Prevent Agenda / Christian Values: So, Sp, M, / / Recognising and managing risk, making safer choices, resisting pressures, Courage

Links to future learning: Secondary Education