

Autumn 1

Relationships, Health and Wellbeing, Living in the wider world.

Class Charter - Law, Families and People who care for me.

Y1	Y2	Y3	Y4	Y5	Y6
<p>How important friends are in making us feel happy and secure and how people choose and make friends. - to know the characteristics of a good friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems. - Class Charter, Class Rules</p>	<p>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. Class Charter, Class Rules</p> <p>**Economic - money doesn't buy you happiness (family characteristics)</p>	<p>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. - That stable, caring relationships, which may be different types, are at the heart of happy families and are important for children's security as they grow up. Class Charter, Class Rules</p>	<p>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. Class Charter, Class Rules</p>	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long. - Class Charter, Class Rules</p>	<p>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. - That stable, caring relationships, which may be different types, are at the heart of happy families and are important for children's security as they grow up. - Class Charter, Class Rules</p>

Autumn 2

Relationships, Health and Wellbeing, Living in the wider world.

Friendship, Mental Well-being, Respectful relationships.

Y1	Y2	Y3	Y4	Y5	Y6
<p>Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. - 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.</p>	<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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - The importance of permission seeking and giving in relationships with friends, peers and adults.</p>	<p>That the same principle apply to online relationships as to face to face relationships, including the importance of respect for others online including when they are anonymous. - Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. - 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.</p>	<p>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 an adult.</p>	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - 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 - the importance of self-respect and how this links to their own happiness</p>	<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 - the importance of self-respect and how this links to their own happiness</p>

Spring 1

Safe relationships (online and real), Internet safety and harm/media, Mental well being

Y1	Y2	Y3	Y4	Y5	Y6
<p>That for most people the internet is an integral part of life and has many benefits. - 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 on their own and others' mental and physical wellbeing. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - Mental wellbeing is a normal part of daily life in the same way as physical health. - there</p>	<p>Why social media, some computer games and online gaming, for example are age restricted. - The characteristics and mental and physical benefits of an active lifestyle. - The importance of building regular exercise into daily and weekly routines and how to achieve this; eg. 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). - What constitutes a healthy diet (including understanding calories and other nutritional content). - The</p>	<p>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. - 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 there is a normal range of emotions (eg. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>where and how to report concerns and get support with issues online. - That people sometimes behave differently online, including by pretending to be someone they are not. - What sort 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.</p>	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should</p>	<p>The rules and principals for keeping safe online, how to recognise risks, harmful content and contact and how to report them. - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online. - The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. - Simple self care techniques, including the importance of rest, time</p>

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 situations.	principals of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours			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).	Spent with friends and family and the benefits of hobbies and interests.
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Spring 2

Health and prevention, healthy eating, puberty, financial capability and careers.

Y1	Y2	Y3	Y4	Y5	Y6
About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. - How and when to seek support including which adults to speak to in school if they are worried about their health.	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. - The	Mental wellbeing is a normal part of daily life in the same way as physical health. - Isolation and loneliness can affect children and that it is very important for children to discuss their feeling with an adult and seek support. - How to recognise early signs of physical illness,	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. - The facts about legal and illegal harmful	RSE Understanding and making decisions about managing money, linked to Jude's Ice Cream Project. (Or other)	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the support is made available, especially if accessed early enough. To understand the difference between gender identity and sexual orientation.

	<p>benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. - Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist. - The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.</p>	<p>such as weight loss, or unexplained changes to the body.</p>	<p>substances and associated risks, including alcohol use. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (eg. the impact of alcohol on diet or health).</p>		
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Summer 1

Being safe, Community/respecting others, Mental well being

Y1	Y2	Y3	Y4	Y5	Y6
The importance of respecting others, even when they are very different from them (eg. physically, in character, personality or background) 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 importance of respecting others, even when they are very different from them (eg. physically, in character, personality or background) 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.	What a stereotype is, and how stereotypes can be unfair, negative or destructive. Protected characteristics and racism and disability. **Economic	The conventions of courtesy and manners - The importance of self respect and how this links to their own happiness. - That in school and the 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. Protected characteristics, racism and homophobia	What a stereotype is, and how stereotypes can be unfair, negative or destructive. Protected characteristics racism, homophobia and sexual	Understands how to discuss and debate topical issues respectfully and constructively. Begin transition Protected characteristics

Summer 2

First aid, drugs, alcohol and tobacco, keeping safe, Transition, change and loss, financial capability and careers (year 6)

Y1	Y2	Y3	Y4	Y5	Y6
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<p>How to make a clear and efficient call to emergency services if necessary (Which emergency service to call) - About safe sun and unsafe sun exposure and how to reduce the risk of sun damage, including skin cancer. - Understand how to keep safe in the home - Transition</p> <p>*Economics -that everyone has different strengths in and outside of school -about how different strengths and interests are needed for different jobs -about people whose job it is to help us in the community -about different jobs and the work they do</p>	<p>Understands feelings linked to loss and identifies what can help people deal with these 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). - How to make a clear and efficient call to emergency services if necessary (Intro to first aid and getting help). - Understand how to keep safe in the local environment- Transition</p> <p>*Economics -about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic</p>	<p>Concepts of basic first aid, for example dealing with common injuries, including bleeding, burns and scalds, bites and stings - The facts and science relating to allergies, immunisations and vaccination. How to make a clear and efficient call to emergency services if necessary. - Understand hazards and be able to reduce risks in their own home. Transition</p> <p>*Economics -about jobs that people may have from different sectors e.g. teachers, business people, charity - that people can have more than one job at once or over their lifetime -about common myths and gender stereotypes related to work - to challenge stereotypes through examples of role</p>	<p>Concepts of basic first aid, for example dealing with common injuries, including head injuries. (head injury, broken bones, asthma) Understands how to keep safe in their local environment, linked to medicines. - Transition</p> <p>*Economics - how people make different spending decisions based on their budget, values and needs -how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>Concepts of basic first aid, for example dealing with common injuries, including head injuries. (choking, Unresponsive and breathing, unresponsive and not breathing) - Understand how to keep safe in unfamiliar places. Transition</p> <p>*Economics - to identify jobs that they might like to do in the future -about the role ambition can play in achieving a future career -how or why someone might choose a certain career -about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking - 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 for example family, school or other sources. General recap of first aid Make 5 grow Understands the mixed messages from media and organisations that can help people with concerns linked to drugs and alcohol. - Transition to secondary school. - If this doesn't happen then teaching about managing money for secondary eg. lunch tickets</p> <p>*Economics</p>
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	<p>payments</p> <ul style="list-style-type: none"> - how money can be kept and looked after -about getting, keeping and spending money - that people are paid money for the job they do - how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	<p>models in different fields of work</p> <p>e.g. women in STEM</p> <ul style="list-style-type: none"> -about some of the skills needed to do a job, such as teamwork and decision-making -to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 		<p>qualities, family, values</p> <ul style="list-style-type: none"> -the importance of diversity and inclusion to promote people's career opportunities - about stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> -about the role that money plays in people's lives, attitudes towards it and what influences decisions about money -about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer -how having or not having money can impact on a person's emotions, health and Wellbeing -about common risks associated with money, including debt, fraud and gambling -how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk -how to get help if they are concerned about gambling or
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