

Curriculum Skills and Progression

PSHE



Nebula
where stars are born



The Nebula Federation

Primary School

Christian Distinctiveness Statement

Old Catton CofE Junior School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) teaching determines and underpins both our curriculum and our Christian Values of Love, Hope and Joy. At OCJS, our PSHE education brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well the attitude needed for success, encouraging pupils to flourish. The units around Relationships and Living in the Wider World allow pupils to consider 'Love' and the relationships they have with the important people in their lives (VIPs) as well as encouraging them to love themselves. The Living in the Wider World unit give pupils the opportunity to learn about different cultures, ethnicities and faiths and respecting similarities and differences, encouraging them to 'Love' and respect one another. In the Aiming High and Money Matters units pupils consider their aspirations and 'Hope' for their future jobs/careers. The Diverse Britain and One World units allow pupils to learn about diversity and the benefits and 'Joy' that comes with living in a diverse community, considering the different contributions people can make to a community, as well as the shared responsibility we all have to protect the environment and the world we live in.

Our school bible story is the Parable of the Lost Sheep. The shepherd looks out for his sheep and makes a bold choice. He has the confidence and faith to ensure that no one is left behind and sees the uniqueness and value of each individual. This encapsulates our school values and the PSHE units around relationships and 'Love' in particular, encourage pupils to support one another and recognise the importance of everyone's unique role within a team and the value they can bring, just like shepherd in the parable.

Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school's timetable and is therefore present in everyday teaching, assemblies, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

Curriculum overview and delivery

PSHE will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and to relate to current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Old Catton Junior School, our pupils will have the opportunity to develop their knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:

1. Have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

The RSE and PSHE curriculum should be a spiral throughout each school year to cover each objective above. RSE topics are displayed above the PSHE topics in the curriculum overview below. The lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning. Lessons are designed to follow the class' interests and discussions, specific writing opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher's preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Old Catton Junior School including British Values, Respect and Democracy (including school council).

Year 3					
Relationships		Health and Wellbeing		Living in the Wider World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NSPCC PANTS</p> <p>Relationships</p> <p>TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p> <ul style="list-style-type: none"> To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn problem-solving strategies for 	<p>Health and Wellbeing</p> <p>Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p> <ul style="list-style-type: none"> To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and 	<p>Living in the Wider World</p> <p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including 	<p>Relationships</p> <p>Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) 	<p>Health and Wellbeing</p> <p>It’s My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p> <p>(The FGM part of lesson 1 will be covered in Year 6 RSE)</p> <ul style="list-style-type: none"> To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) 	<p>Living in the Wider World</p> <p>Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p> <ul style="list-style-type: none"> To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To understand stereotypes; how they

<p>dealing with emotions, challenges and change, including the transition to new schools (H24)</p> <ul style="list-style-type: none"> To learn strategies to manage transitions between classes and key stages (H36) To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn the importance of seeking support if feeling lonely or excluded (R13) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) 	<p>behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16)</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings 	<p>them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p> <ul style="list-style-type: none"> To learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33) To learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with (R34) To recognise reasons for rules and laws; 	<ul style="list-style-type: none"> To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn problem-solving strategies for dealing with emotions, challenges and change; including the transition to new schools (H24) To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn that for some people gender identity does not correspond with their biological sex (H26) 	<ul style="list-style-type: none"> To learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To understand about what good physical health means; how to recognise early signs of physical illness (H5) To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6) To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7) To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep 	<p>can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)</p> <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To learn about stereotypes in the workplace and that a person’s career aspirations should not be limited by them (L27) To learn about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses,
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<ul style="list-style-type: none"> To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn about the different groups that make up their community; what living in a community means (L6) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) <p>Key Vocabulary anxious, attitude, behaviour, body language, butterflies, change, communication, conflict, considerate, disagreement, disputes, emotions, enthusiastic, excited,</p>	<p>appropriately and proportionately in different situations (H20)</p> <ul style="list-style-type: none"> To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) To identify personal strengths, skills, 	<p>consequences of not adhering to rules and laws (L1)</p> <ul style="list-style-type: none"> To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn about the different groups that make up their community; what living in a community means (L6) To learn to value the different contributions that people and groups make to the community (L7) To learn about diversity: what it 	<ul style="list-style-type: none"> To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28) To learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) To learn the importance of seeking support if feeling lonely or excluded (R13) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and 	<p>on the body, feelings, behaviour and ability to learn (H8)</p> <ul style="list-style-type: none"> To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas); the effects of smoking) (H11) 	<p>strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28)</p> <ul style="list-style-type: none"> To learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid (L29) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) <p>Key Vocabulary accomplish, achievements, actions, aims, accomplish, ambitions, attitude, attributes, behaviour, build, career, choice, CV, determination, effort, equal, goals, growth mindset, improve, influence, inspire,</p>
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<p>experiences, facial expressions, feelings (good, not-so-good, mixed), friends, individuals, mindset, motivation, new start, problems, resilience, responsibilities, ripple effect routine, rules, scared, sharing, teacher, team, teammates, teamwork, turn-taking, unsettled, uncomfortable</p>	<p>achievements and interests and how these contribute to a sense of self-worth (H28)</p> <ul style="list-style-type: none"> To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. To learn the importance of seeking support if feeling lonely or excluded (R13) <p>Key Vocabulary anger, attitude, calm, challenges, change, control, coping, dopamine, emotions (comfortable and uncomfortable) endorphins, exercise, fairness, goals, grief, happiness, honesty, isolated, learning, lonely, meditating, mental health, mindfulness, mistakes, oxytocin, positive thinking, relax, rest, senses, serotonin, sleep, superhero, thoughts (positive and negative), unique, worry</p>	<p>means; the benefits of living in a diverse community; about valuing diversity within communities (L8)</p> <ul style="list-style-type: none"> To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (L10) <p>Key Vocabulary asylum, belief, British Isles, identities, celebrate, citizens, community, cultures, customs, declaration, democracy, differences, discrimination, diversity, empathy, enforce, ethnicity, equality, freedom, governments, grow, human rights, laws, learn, liberty, multicultural, nationality, parliament, politicians, possessions, privacy, prejudice, protect, religions,</p>	<p>strategies for managing this (R28)</p> <ul style="list-style-type: none"> To learn where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (R29) To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31) To learn the importance of having compassion towards others; shared 	<ul style="list-style-type: none"> To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) To understand how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14) To learn how to predict, assess and manage risk in different situations (H38) To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) 	<p>learning, obstacles, opportunities persevere, positive, pride, progress, resilience, skills, steps, strengthen, stereotypes, strive, success, targets,</p>
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		<p>respect, responsibilities, rights, rules, safe, society, stereotypes, tolerance, torture, traditions, understanding, United Nations, values</p>	<p>responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4)</p> <ul style="list-style-type: none"> To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) <p>Key Vocabulary achievements, aggressive, apologising, assertive, biological, change, coping, compassion, consequences, differences, emotions, facial expressions, feelings (comfortable and uncomfortable), female, gender, identify, identity, influence, kindness, male, media, mistakes, passive, pride, reality, sex, special, strategies, understanding, unique</p>	<ul style="list-style-type: none"> To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) To learn about seeking and giving permission (consent) in different situations (R26) To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) <p>Key Vocabulary alcohol, allergies, body, choice, concerns, consequences, contact, dangerous, deprivation, diet, disease, disorientated, drugs, emergency, exercise,</p>	
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				fitness, habits, hallucinate, heal, healthy, hygiene, illegal, illness, immune, infection, legal, medicine, mind, nicotine, paranoid, private, problem, public, quality, risks, routines, safe, sleep, touch, view	
Year 4					
Relationships		Health and Wellbeing		Living in the Wider World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NSPCC PANTS</p> <p>Relationships</p> <p>VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p> <ul style="list-style-type: none"> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that a feature of positive family life is caring relationships; about the different ways in which people 	<p>Health and Wellbeing</p> <p>Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p> <ul style="list-style-type: none"> To learn about the new opportunities and responsibilities that increasing independence may bring (H35) 	<p>Living in the Wider World</p> <p>One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p> <ul style="list-style-type: none"> To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) 	<p>Relationships</p> <p>Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.</p> <ul style="list-style-type: none"> To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To learn reasons for following and complying with regulations and restrictions (including age); how they promote personal safety and wellbeing, with reference to social media, television 	<p>Living in the Wider World</p> <p>Money Matters – where money comes from and how it is used. Revisited in Year 6 when pupils participate in GOAL.</p> <ul style="list-style-type: none"> To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ (L18) 	<p>Health and Wellbeing</p> <p>Growing Up – the human body; how we grow and change, both physically and emotionally.</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)

<p>care for one another (R6)</p> <ul style="list-style-type: none"> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as 	<ul style="list-style-type: none"> To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn how to predict, assess and manage risk in different situations (H38) To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) To learn about the importance of taking medicines correctly and using household products safely (H40) To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe us 	<ul style="list-style-type: none"> To learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with (R34) To recognise there are human rights, that are there to protect everyone (L2) To learn about the relationship between rights and responsibilities (L3) To understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) 	<p>programmes, films, games and online gaming (H37)</p> <ul style="list-style-type: none"> To learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) To recognise what it means to ‘known someone online’ and how this differs from knowing someone fact-to-face; risks of communicating online with others not known face-to-face (R12) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) 	<ul style="list-style-type: none"> To understand that people’s spending decisions can affect others and the environment (e.g. fair trade, buying single-use plastics, or giving to charity) (L19) To recognise that people make spending decisions based on priorities, needs and wants (L20) To learn different ways to keep track of money (L21) To learn about risks associated with money and ways of keeping money safe (L22) To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) To learn to identify the ways that money can impact on people’s feelings and emotions (L24) 	<ul style="list-style-type: none"> To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) To learn that for some people gender identity does not correspond with their biological sex (H26) To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30) To learn about the physical and emotional changes that happen when approaching and during puberty (H31) To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to
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<p>to face-to-face relationships (R11)</p> <ul style="list-style-type: none"> To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) To learn how friendships can change over time, about making new friends and the benefits of having different types of friends (R16) To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) To recognise if a friendship (online or 	<p>of digital devices when out and about (H41)</p> <ul style="list-style-type: none"> To learn about what is meant by first aid; basic techniques for dealing with common injuries (H43) To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44) To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H47) 	<ul style="list-style-type: none"> To learn to value the different contributions that people and groups make to the community (L7) To learn about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) <p>Key Vocabulary charity, climate change, determined, different, dilemma, disadvantage, drought, equal, experiences, fair, fair trade, flooding, global warming, harmful, inequality, lifestyles,</p>	<ul style="list-style-type: none"> To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) To learn about why someone may behave differently online, including pretending to be someone they are not; strategies for 	<ul style="list-style-type: none"> To learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (L26) To learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid (L29) To identify the kind of job they might like to do when they are older (L31) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) <p>Key Vocabulary advert, balance, bank account, borrow, budget, candidate, career, change, choices, coins, consumer, contactless, cost, debit and credit cards, debt, ethical, financial gain, financial risk, interest, jobs, keeping track,</p>	<p>maintain personal hygiene (H32)</p> <ul style="list-style-type: none"> To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) To learn about where to get more information, help and advice about growing and changing, especially about puberty (H34) To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) To learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender
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<p>offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18)</p> <ul style="list-style-type: none"> To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To understand privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) 	<ul style="list-style-type: none"> To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50) To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) To learn how to respond safely and 	<p>opinion, opportunities, reasons, reflect, rights, similar, situations, stereotypes, support, trade, unfair, United Nations Declaration of the Rights of the Child</p>	<p>recognising risks, harmful content and contact; how to report concerns (R23)</p> <ul style="list-style-type: none"> To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To recognise ways in which the internet and social media can be used both positively and negatively (L11) To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) To learn about some of the different ways information and data is shared and used online, including for 	<p>loan, money, need, notes, owe, pay, priorities, profit, qualifications, receipt, record, repayments, risks, savings, skills, spending, work,</p>	<p>identity and sexual orientation are different (R2)</p> <ul style="list-style-type: none"> To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) To learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4) To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended
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<ul style="list-style-type: none"> To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) To learn about seeking and giving permission (consent) in different situations (R26) To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27) To learn that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if 	<p>appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)</p> <ul style="list-style-type: none"> To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29) <p>Key Vocabulary alcohol, bleeding, burns, choices, choking, cigarettes, consequences, danger, dangerous substances, dare, DRABC, drugs, emergency, environment, first aid, hazards, helpful, harmful, independence, injuries, learn, pressure, rail safe, responsibilities, risks, road, shock, smart, safety, scalds, unfamiliar places, water aware</p>		<p>commercial purposes (L13)</p> <ul style="list-style-type: none"> To understand how information on the internet is ranked, selected and targeted at a specific individuals and groups; that connected devices can share information (L14) To recognise things appropriate to share and things that should be shared on social media; rules surrounding distribution of images (L15) To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) <p>Key Vocabulary altered text and images, balance, behaviours, communication, consequences, cyberbullying, digital, digital wellness, devices, exclusion, frightened, harassment, information, internet,</p>		<p>families, foster parents); that families of all types can give family members love, security and stability (R7)</p> <ul style="list-style-type: none"> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) <p>Key Vocabulary acne, adopted, anus, breasts, changes, civil partnership, clitoris, committed, crush, develop, diversity, divorce, egg, emotions, erection, families, feelings, female, foetus, fostered, gay, heart, hormones, labia, lesbian, lungs, male, married, menstruation, mood, oestrogen, ovaries, penis, periods, puberty, relationships, reproduction, single-parent, species, sperm, sweat, testes, testicles, testosterone, transgender, urethra, uterus, vagina, voice breaks, vulva</p>
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<p>witnessed or experienced (L10)</p> <p>Key Vocabulary acquaintances, behaviours (healthy and unhealthy), bullying, conflict, consideration, cyberbullying, discrimination, disputes, diversity, equality, equity, family, friends, friendship, kindness, prejudice, relationships, relatives, respect, resolution, secrets, sharing, support network, victim, VIPs</p>			<p>kindness, manipulated, name-calling, offline, online, online safety, passwords, personal information, pledge, pranks, pressure, private, relationships, reliability, respect, responsible, restrictions, risks, rules, safety, search results, share, strangers, sources, tricking, trolling, trust, truth, uncomfortable, wellbeing, worried</p>		
<p>Knowledge and Understanding Pupils know and understand...</p>					
<p>Lower KS2</p> <p>Social Justice and Equality</p> <ul style="list-style-type: none"> • how fairness may not always mean equal treatment <p>Identity and Diversity</p> <ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these <p>Peace and Conflict</p> <ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including 'win-win' solutions <p>Human Rights</p> <ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met <p>Power and Governance</p> <ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country is governed <p>Critical and Creative Thinking</p>					

<ul style="list-style-type: none"> begin to identify bias and opinion give evidence for an argument, assess different viewpoints and present counter-arguments imagine alternative possibilities and suggest new ideas to solve problems <p>Empathy</p> <ul style="list-style-type: none"> adapt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination
<p>Skills Pupils can...</p>
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations <p>Communication</p> <ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer <p>Informed and reflective action</p> <ul style="list-style-type: none"> participate in decision making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision-makers and elected representatives
<p>Attitudes Pupils have...</p>
<p>Sense of identity and self-esteem</p> <ul style="list-style-type: none"> positivity about the ways in which one is both similar to others and uniquely different

<ul style="list-style-type: none"> • value what contributes to own identity <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice • growing interest in world events and global issues <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone’s responsibility to challenge prejudice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better
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LKS2 Cross Curricular Links

<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy Consideration and respect in online communication Reporting concerns about inappropriate behaviour online Acceptable and unacceptable online behaviour Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it</p> <p>Humanities</p>
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Asking questions, using evidence to explain findings

Understanding physical and human geography – the understanding of human impact on the world and where people live

Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water

Using maps, atlases, globes and digital mapping to locate countries and describe features studied

History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Considering historically valid questions about change, cause, similarity and difference, and significance

Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study

Maths

Data handling – extracting information to back up opinions

Logical reasoning and problem solving

MFL

Celebrating language and culture

Linking languages with languages we speak

If everyone spoke the same language what would happen?

Music

Bringing Us Together – Year 3, Summer 1

Blackbird – Year 4, Summer 1 – civil rights movement

PE

Teamwork / Sportsmanship

Fairness

Recognising good performances in themselves and others

Calming and self-regulating emotions

Competing individually and with others

RE

Asking questions – human/social sciences

Understanding other religions and beliefs, diversity

Links between beliefs and behaviour

Humanism- human rights

Hinduism – Moral issues

Religious Holidays

RSE

Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help

Science

Health and Movement –Year 1, Autumn 1

Living in Environments – Year 2, Summer 2

Working scientifically – asking questions, research skills

Year 5					
Relationships		Health and Wellbeing		Living in the Wider World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NSPCC PANTS</p> <p>Relationships</p> <p>TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p> <ul style="list-style-type: none"> To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) To understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, 	<p>Health and Wellbeing</p> <p>Think Positive – understanding thoughts and emotions, both positive and negative.</p> <ul style="list-style-type: none"> To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) To learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15) To learn about strategies and 	<p>Living in the Wider World</p> <p>Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p> <ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To learn about discrimination: what it means and how to challenge it (R21) To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) To recognise reasons for rules and laws; 	<p>Relationships</p> <p>Be Yourself – everyone is an individual, important to ‘be yourself’. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.</p> <ul style="list-style-type: none"> To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) 	<p>Health and Wellbeing</p> <p>It’s My Body – consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies. (The FGM part of lesson 1 will be covered in Year 6 RSE)</p> <ul style="list-style-type: none"> To learn how to make informed decisions about health (H1) To learn about the elements of a balanced, healthy lifestyle (H2) To learn about choices that support a healthy lifestyle, and recognise what might influence these (H3) To recognise that habits can have both positive and negative 	<p>Living in the Wider World</p> <p>Aiming High – achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.</p> <ul style="list-style-type: none"> To learn to identify personal strengths, skills and achievements and how these contribute to a sense of self-worth (H28) To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25) To learn that there is a broad range of different jobs/careers that people can have; that people often

<p>truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11)</p> <ul style="list-style-type: none"> • To learn the importance of seeking support if feeling lonely or excluded (R13) • To learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) • To learn that friendships have ups and downs; strategies to resolve disputes and reconcile difference positively and safely (R17) • To learn about the impact of bullying, including offline and online, and the 	<p>behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16)</p> <ul style="list-style-type: none"> • To learn about everyday things that affect feelings and the importance of expressing feelings (H18) • To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) • To learn strategies to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in 	<p>consequences of not adhering to rules and laws (L1)</p> <ul style="list-style-type: none"> • To recognise there are human rights, that are there to protect everyone (L2) • To learn about the relationship between rights and responsibilities (L3) • To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) • To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) 	<ul style="list-style-type: none"> • To use a varied vocabulary when talking about feelings; about how to express feelings in different ways (H19) • To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) • To learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23) • To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. (H28) • To learn how to manage 	<p>effects on a healthy lifestyle (H4)</p> <ul style="list-style-type: none"> • To learn about what good physical health means; how to recognise early signs of physical illness (H5) • To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (H6) • To learn how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7) • To understand how sleep contributes to a healthy lifestyle; routines that support 	<p>have more than one career/type of job during their life (L26)</p> <ul style="list-style-type: none"> • To learn about stereotypes in the workplace and that a person’s career aspirations should not be limited by them (L27) • To learn about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28) • To understand that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to
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<p>consequences of hurtful behaviour (R19)</p> <ul style="list-style-type: none"> To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and 	<p>different situations (H20)</p> <ul style="list-style-type: none"> To recognise the warning signs about mental health and wellbeing and how to seek support for themselves and others (H21) To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22) To learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24) To learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29) 	<ul style="list-style-type: none"> To learn about the different groups that make up their community; what living in a community means (L6) To learn to value the different contributions that people and groups make to the community (L7) To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (L8) To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if 	<p>setbacks/perceived failures, including how to re-frame unhelpful thinking (H29)</p> <ul style="list-style-type: none"> To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) 	<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8)</p> <ul style="list-style-type: none"> To learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9) To learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10) To understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar 	<p>do voluntary work which is unpaid (L29)</p> <ul style="list-style-type: none"> To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) To identify the kind of job that they might like to do when they are older (L31) To recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32) <p>Key Vocabulary achievements, adaptability, apprenticeships, attitudes, barriers, behaviours, challenges, employment, focus, gender, inspiration, interests, motivation, learning styles, opportunities (educational, career and equal), personal goals, race, roles, skills, social class, stereotypes, strengths, success,</p>
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<p>with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p> <ul style="list-style-type: none"> To learn about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) To learn to listen and respond respectfully to a wide range of people, including those with traditions, beliefs and lifestyle are different to their own (R33) To learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with (R34) To recognise reasons for rules and laws; 	<ul style="list-style-type: none"> To learn the importance of seeking support if feeling lonely or excluded (R13) To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) <p>Key Vocabulary affirmations, angry, avoidance, behaviour, chain reaction, challenge, choices, cognitive, consequences, decisions (daily, difficult, informed) embarrassed, emotions, facts, fear, feelings (comfortable and uncomfortable), focus, frightened, growth mindset, guilt, jealous, learning, mindfulness, nervous, overwhelmed, panic, positive mental attitude, reconnecting, self-doubt, stressed, tearful, thoughts (negatives and positives), wellbeing, worried,</p>	<p>witnessed or experienced (L10)</p> <ul style="list-style-type: none"> To understand what democracy is and about the basic institutions that support it locally and nationally <p>Key Vocabulary break, charities, choices, communities, consequences, democracy, discrimination, diversity, donate, equality, ethnicity, faith, freedom, government (local and national), help, House of Commons, House of Lords, human rights, identity, impact, law, nation, parliament, prejudice, protect, religion, respect, responsibility, safe, statistics, stereotypes, volunteer</p>	<ul style="list-style-type: none"> To learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) To know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (R29) To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others 	<p>consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)</p> <ul style="list-style-type: none"> To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12) To learn how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health (H14) To learn that for some people gender identity does not correspond with their biological sex (H26) To recognise their individuality and personal qualities (H27) 	<p>university, work experience</p>
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<p>consequences of not adhering to rules and laws (L1)</p> <ul style="list-style-type: none"> To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) (L5) To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) 			<p>(including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p> <p>Key Vocabulary acceptance, amends, apologise, being there, communicate, confidence, feelings (comfortable and uncomfortable), fight, flight, generosity, honesty, individuality, kindness, loyalty, mistakes, mutual respect, nervous, opinions, peer pressure, relationships, responsibility, setbacks, sharing, shy, solutions, support, thoughts, truthfulness, trust, unique, wellbeing</p>	<ul style="list-style-type: none"> To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46) To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (H47) To learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) To learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping (H49) To learn about the organisations that can 	
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<p>Key Vocabulary adaptable, attributes, bullying, care, collaborate, communication, compromise, diversity, focused, good team, hard-working, listen, opinions, problem, respect, respectfully disagreeing, responsibility, shared responsibilities, skills, TEAM (Together Everyone Achieves More), teasing, trolling, trusted adult, unkind behaviour, valued</p>				<p>support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)</p> <ul style="list-style-type: none"> • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) • To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) • To learn about seeking and giving permission (consent) in different situations (R26) • To learn about keeping something confidential or secret, when this should (e.g. a birthday surprise) 	
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				<p>that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27)</p> <ul style="list-style-type: none"> • To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) • To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) <p>Key Vocabulary alcohol, autonomy, balanced lifestyle, bacteria,</p>	
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				balance, Childline, choices, consent, consequences (physical, emotional and mental), contact (wanted and unwanted), control, drugs, exercise, habits, harm, harmful substances, healthy bodies, healthy choices, individuality, medicines, meditation, mindfulness, personal hygiene, personal qualities, positive body image, pressure, privacy, protect, respect, risks, secret, self care, sleep deprivation, stereotypes, support, tobacco, trust, unwanted, value, vitamins	
Year 6					
Relationships		Health and Wellbeing		Living in the Wider World	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NSPCC PANTS</p> <p>Relationships</p> <p>VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.</p> <ul style="list-style-type: none"> To recognise that there are different types of 	<p>Health and Wellbeing</p> <p>Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p> <ul style="list-style-type: none"> To recognise how their increasing independence brings 	<p>Living in the Wider World</p> <p>One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p> <ul style="list-style-type: none"> To recognise there are human rights, that are there to protect everyone (L2) 	<p>Relationships</p> <p>Digital Wellbeing – using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to say safe and get help.</p>	<p>Living in the Wider World</p> <p>Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p> <p>This links with GOAL (Game of Actual Life) which year 6</p>	<p>Health and Wellbeing</p> <p>Growing Up – how we grow up and change, both physically and emotionally, the types of relationships that people have.</p> <ul style="list-style-type: none"> To learn that bacteria and viruses can affect health; how everyday hygiene routines can

<p>relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)</p> <ul style="list-style-type: none"> To learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart (R5) To learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R7) To recognise other shared characteristics of healthy family life, including commitment, 	<p>increased responsibility to keep themselves and others safe (H11)</p> <ul style="list-style-type: none"> To learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14) To learn about the new opportunities and responsibilities that increasing independence may bring (H35) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn how to predict, assess and manage risk in different situations (H38) 	<ul style="list-style-type: none"> To learn about the relationship between rights and responsibilities (L3) To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (L4) To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5) To learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) 	<ul style="list-style-type: none"> To learn about the benefits or the internet; the importance of balancing time online with other activities; strategies for managing time online (H13) To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (H37) To learn the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) 	<p>participate for one half term in Autumn.</p> <ul style="list-style-type: none"> To learn about the different ways to pay for things and the choices people have about this (L17) To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ (L18) To learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (L19) To recognise that people make spending decisions based on priorities, needs and wants (L20) To learn different ways to keep track of money (L21) 	<p>limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9)</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity (H17) To learn about everyday things that affect feelings and the importance of expressing feelings (H18) To learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19) To learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20)
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<p>care, spending time together, being there for each other in times of difficulty (R8)</p> <ul style="list-style-type: none"> To learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9) To learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) To learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) 	<ul style="list-style-type: none"> To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (H39) To learn about the important of taking medicines correctly and using household products safely (e.g. following instructions carefully) (H40) To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41) To learn what is meant by first aid; basic techniques for dealing with common injuries (H43) To learn how to respond and react in an 	<p>Key Vocabulary biodiversity, citizens, citizenship, deforestation, ecosystem, energy, environmental issues, global, global warming, greenhouse effect, manifesto, plastic, pollution, positive action, protect, reduce, resources, responsible, save, sustainability, waste, water</p>	<ul style="list-style-type: none"> To understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19) To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support (R20) To learn about discrimination: what it means and how to challenge it (R21) To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, 	<ul style="list-style-type: none"> To learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (L22) To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations (L23) To identify the ways that money can impact on people's feelings and emotions (L24) <p>Key Vocabulary advert, bank account, borrowing, budgeting, charity, comparison, consumers, critical consumer, deal, debt, ethical spending, fair trade, financial risk, gain, inflation, influence, interest, investment, luxury, manufacturer,</p>	<ul style="list-style-type: none"> To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) To recognise their individuality and personal qualities (H27) To learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28) To learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30) To learn about the physical and emotional changes
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<ul style="list-style-type: none"> • To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) • To recognise if friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (R18) • To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22) • To learn about seeking and giving permission (consent) in different situations (R26) • To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) 	<p>emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44)</p> <ul style="list-style-type: none"> • To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) <p>Key Vocabulary actions, bleeding, burns, choking, consequences, danger, dare, decisions, DR ABC, emergency, firework alert, first aid, hazards, healthy, independent, mature, medicines, pressure, rail safe, responsible, risks, road smart, rules, safety, scalds, shock, strangers, substances, water aware</p>		<p>harmful content and contact; how to report concerns (R23)</p> <ul style="list-style-type: none"> • To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24) • To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28) • To recognise ways in which the internet and social media can be used both positively and negatively (L11) • To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12) 	<p>money, need, outgoings, plastic pollution, profit, risk, retailers, saving, scam, single use spending, steal, tax (council, income) value, want</p>	<p>that happen when approaching and during puberty (H31)</p> <ul style="list-style-type: none"> • To learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) • To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for (H33) • To learn about where to get more information, help and advice about growing and changing, especially about puberty (H34)
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<ul style="list-style-type: none"> • To know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (R29) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R30) • To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online (R33) <p>Key Vocabulary behaviour, blame, breathe, calm, code, connections, consequences, digital wellbeing, decisions, disagree, emotions, escape, exercise, family, friends, honesty, influences, instincts, jealousy, lie, love, mindfulness, opinions, polite, positive, pressure, relationships (healthy and unhealthy), relax, remind, resolution, respect, safety, secrets,</p>			<ul style="list-style-type: none"> • To learn about some of the different ways information and data is shared and used online, including for commercial purposes (L13) • To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (L14) • To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15) • To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) 		<ul style="list-style-type: none"> • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1) • To understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) • To learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) • To learn that forcing anyone to marry against their will is a
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<p>unhappy, unsettled, VIPS (Very Important People)</p>			<p>Key Vocabulary appropriate, bullying, cyberbullying, cyberstalking, data sharing, denigration, digital citizenship, digital wellbeing, emotional wellbeing, exclusion, fact, fake news, fear, flaming, harassment, healthy, inappropriate content, inappropriate relationships, impersonation, internet, mental health, misinformation, online relationships, opinion, outing, pressure, reliability, respect, risks, safe, sharing, social media, technology, trolling, worry</p>		<p>crime; that help and support is available to people who are worried about this for themselves or others (R4)</p> <ul style="list-style-type: none"> • To understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) • To recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability (R7) • To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25)
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					<ul style="list-style-type: none"> • To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9) • To recognise ways in which the internet and social media can be used both positively and negatively (L11) • To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16) <p>Key Vocabulary acceptable, adopted, advice, acne, affection, asexual, bisexual, body image, breasts, caesarean, care, change, Childline, cisgender, civil partnership, commitment, communication, conception, condom, consideration,</p>
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					<p>contraception, discharge, ejaculate, emotions, fertilise, foetus, gay, heterosexual, homosexual, honesty, hormones, ideal, identity, kindness, lesbian, love, loyalty, marriage, menstruation, ovaries, perfect, penis, periods, puberty, pubic hair, race, relationships, reproduction, same-sex, semen, sex, sexual intercourse, sexual orientation, sexual relationship, social media, sperm, STI (sexually transmitted infection), testicles, touch (comfortable and uncomfortable), transgender, trust, uterus, vulva, womb</p>
<p>Knowledge and Understanding Pupils know and understand...</p>					
<p>Upper KS2</p> <p>Social Justice and Equity</p> <ul style="list-style-type: none"> • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels <p>Identity and Diversity</p> <ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities <p>Peace and Conflict</p> <ul style="list-style-type: none"> • examples of conflicts past and present in own society and others • importance of resolving conflict fairly <p>Human Rights</p> <ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people’s human rights current and historical <p>Power and Governance</p> <ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion 					

<ul style="list-style-type: none"> • the power of collective action <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives • analyse own and others’ assumptions about people and issues • keep mind open to new ideas <p>Empathy</p> <ul style="list-style-type: none"> • discern how people are feeling through their words, body language, gestures and tone • recognise how different backgrounds, beliefs and personalities affect behaviour and world views
<p>Skills Pupils can...</p>
<p>Self -awareness and reflection</p> <ul style="list-style-type: none"> • recognise personal strengths and weaknesses • evaluate ways in which own emotions, words and behaviour can affect people both locally and globally <p>Communication</p> <ul style="list-style-type: none"> • communicate effectively through a range of media about issues to suit subject, audience and purpose • use active listening skills adapt behaviour to new cultural environments <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> • take on different roles in group work • employ effective strategies for repairing damaged relationships <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> • adapt to new situations and explore new ways of seeing local and global issues • explore multiple perspectives and alternative visions of the future <p>Informed and reflective action</p> <ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard • challenge viewpoints which perpetuate inequality and injustice • reflect on learning from taking action
<p>Attitudes Pupils have...</p>
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • valuing of own and others’ individuality

<ul style="list-style-type: none"> • openness to new ideas and perspectives which challenge own <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> • supporting and encouraging others to participate • willingness to reach agreement through compromise <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively
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UKS2 Cross Curricular Links

<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy – complex passwords Using technology safely and respectfully Responsibilities creating content online Reporting concerns about inappropriate behaviour online Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it</p> <p>Humanities Asking questions, using evidence to explain findings</p>
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Understanding physical and human geography – the understanding of human impact on the world and where people live

Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water

Using maps, atlases, globes and digital mapping to locate countries and describe features studied

History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Considering historically valid questions about change, cause, similarity and difference, and significance

Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study

Maths

Data handling – extracting information to back up opinions

Logical reasoning and problem solving

MFL

Celebrating language and culture

Why do different languages exist?

Would it be easier if everyone spoke the same language? Why/why not?

Music

Make You Feel My Love - Year 5 Spring 1 – relationships, emotions

Fresh Prince of Bel Air – Year 5, Spring 2 - Black History/ Culture

Happy – Year 6, Autumn 1 – emotions

Music and Identity – Year 6, Spring 2

You’ve Got a Friend – Year 6, Summer 1 – relationships

PE

Teamwork / Sportsmanship

Fairness – rules to be consistent and fairly applied

Understanding why exercise is good for fitness, health and wellbeing

Recognising good performances in themselves and others

Calming and self-regulating emotions

Competing individually and with others

RE

Asking questions – human/social sciences

Understanding other religions and beliefs, diversity

Links between beliefs and behaviour

Humanism- human rights

Hinduism – Moral issues

Religious Holidays

RSE

Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help

Science

Healthy Bodies – Year 2, Autumn 1

Changes and Reproduction – Year 2, Summer 2

Living in Environments – Year 2, Summer 2

Working Scientifically – asking questions, using evidence to explore ideas, presenting findings of research

Year 6 complete a 6 week programme – **Game of Actual Life** (GOAL)– Children role play as young adults, learning about health, houses, careers and happiness. This is delivered by Premier Education’s Game of Actual Life helps children understand some of the trickier aspects of maths through real life situations. The course covers bank accounts, mortgages and pensions through games and challenges.