

**PSHE**

**WHOLE SCHOOL OVERVIEW**

*Shining as we learn in  
Faith, Family and Friendship!*



**St William of York Catholic Primary School**

## **PSHE STATEMENT OF INTENT**

*At St Williams, our PSHE curriculum is underpinned by our strong Catholic values and aims to support children in becoming confident, healthy, responsible and respectful individuals. We want our children to establish and develop healthy relationships, and know how to keep themselves safe. We support children in gaining an understanding of their own physical, social, cultural and spiritual development. We ensure that they understand how to achieve and maintain a healthy lifestyle, including their mental and emotional wellbeing. We teach children about their rights and provide them with responsibilities and opportunities to develop leadership skills. We aim that they will have high expectations of themselves and others be ambitious. We open the doors to the wider world, both locally and globally, and encourage our children, inspired by the teachings of the gospel, to realise their role in making a positive contribution to society!*

### **THE GOLDEN STRANDS OF EYFS PERSONAL, SOCIAL EMOTIONAL DEVELOPMENT**

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

*Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

## **NURSERY**

Nursery children are involved in making decisions about room layout and resources and are given appropriate tasks to carry out. They are supported to carry out decisions, respecting the wishes of the rest of the group. Children who find it difficult to play are given extra help to share and manage conflicts. Positive play and co-operation are modelled, and children are taught ways of solving conflicts. The reasons why we have rules are explained and a small number of necessary rules are visually displayed as reminders. Children in Nursery are given clear boundaries and routines and practitioners interact calmly and sensitively with them. We model ways that you calm yourself down, such as stopping and taking a few deep breaths. Nursery children are assisted in the exploration of situations from different points of view, we talk together about how others might be feeling.

### **KEY KNOWLEDGE AND SKILLS**

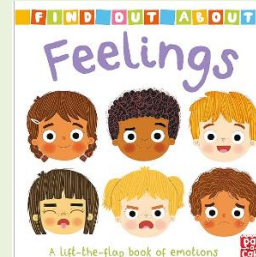
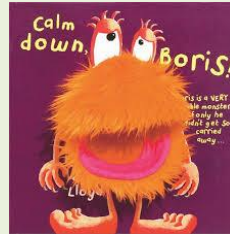
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.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

### **WHAT THIS LOOK LIKE:**

- Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.
- Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.
- Explain why we have rules and display a small number of necessary rules visually as reminders.
- Adult interact calmly and sensitively with the children
- Practitioners help children explore situations from different points of view. Talk together about how others might be feeling. Adults. Bring these ideas into children's pretend play.
- Children vote for their feelings in a morning. They use the feelings 'happy' and 'sad'.

- Specialists deliver an oral health workshop at the beginning of the year. The children then participate in a toothbrushing programme where they brush their teeth daily.
- Adults will talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

### KEY TEXTS



### KEY VOCABULARY (EYFS)

Family, mum, dad, brother, sister, happy, sad, angry, feelings, help, friend, sharing, taking turns, sensible, screen time, like, do not like, stop spot, calm, toilet, clean, dirty, healthy, toothbrushing

## RECEPTION

In Reception, children are encouraged to listen to each other as well as the staff. Staff ensure children's play regularly involves sharing and cooperating with friends and other peers and congratulate children for their kindness to others and express their approval when they help, listen and support each other. Children are allowed time in friendship groups as well as other groupings and there are high expectations for children following instructions, with high levels of support when necessary. Positive behaviour is modelled and exemplary behaviour of children in class is highlighted, narrating what was kind and considerate about the behaviour. Children are encouraged to express their feelings if they feel hurt or upset using descriptive vocabulary. Specific activities that encourage talk about feelings and opinions take place in Reception using dialogic story time (talking about the ideas arising from the story whilst reading aloud). We discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. We encourage the children to explain to others how they thought about a problem or an emotion and how they dealt with it. Staff model practices that support good hygiene, such as insisting on washing hands before snack time. Staff narrate decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables and help individual children to develop good personal hygiene. We work with parents and the school nurse to help children who are not usually clean and dry through the day. Staff talk with children about exercise, healthy eating, the importance of sleep and how to travel safely in their local environment using picture books and other resources.

### KEY KNOWLEDGE AND SKILLS

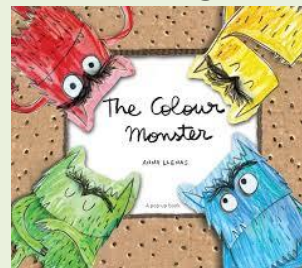
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- **Finance capabilities:** Children will begin to have an awareness of what money is used for.

### WHAT THIS LOOK LIKE

- Adults will take time to get to know each child and their family. Adults will ask parents about the child's history, likes, dislikes, family members and culture.
- Adults will highlight children's interests during carpet time and during continuous provision. Adults will offer constructive support and recognition of child's personal achievements.
- Adults will model and encourage children to listen to each other as well as the adults.
- Adults will model and encourage sharing, cooperative play and provide opportunities for children to practise these skills.
- During provision adults will congratulate children for their kindness to others and express approval when they need help.

- Adults will model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Children will be encouraged to express their feelings if they feel hurt or upset using descriptive vocabulary.
- Adults will help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.
- There will be opportunities for children to tell each other about their work and play. Adults will help children to reflect and self-evaluate their own work.
- During play adults will model that mistakes are an important part of learning and going back is trial and error not failure.
- Adults will give children the strategies for staying calm in the face of frustration, they will model how to do this. Adults will talk the children through why we take turns, wait politely and tidy up after ourselves.
- During story time practitioners will talk about the ideas arising from the story whilst reading and model thinking about the perspective of others.
- Specialists deliver an oral health workshop at the beginning of the year. The children then participate in a toothbrushing programme where they brush their teeth daily.
- Children will explore money and a till during continuous provision as part of an enhancement. They will handle money and explore the concept of paying for things.

### KEY TEXTS



### KEY VOCABULARY

Family, mum, dad, brother, sister, happy, sad, angry, feelings, help, friend, sharing, taking turns, sensible, screen time, like, do not like, stop spot, calm, toilet, clean, dirty, healthy, toothbrushing

**YEAR 1**

| <b>YEAR GROUP</b> | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Autumn 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>          | <b>Families and people who care for me</b><br><br>During this unit, children identify their "Special people" and say why these people are special to them. The children look at how we can help and support these people e.g. helping with chores in the house/classroom. They talk about times when these people made us feel safe/happy/angry/sad and understand that these are normal emotions to feel in a family. | <b>Caring Friendships</b><br><br>Building on from their friendship work in the early years, children try to define what it means to be a "good friend". Children discuss how they can be a good friend to others and what this looks like at school/at home. Children explore what it feels like to be left out and excluded and how we can ensure this does not happen to anyone in our class. Through role play and picture books, the children discuss how to resolve simple conflicts between peers and when to seek adult support to reach a resolution. | <b>Respectful Relationships</b><br><br>Children celebrate the differences of everybody and discuss what makes each other different and unique. The children use circle time to give and receive compliments to each other and acknowledge acts of kindness within the class. Children develop their listening and manners as they respond to the compliments they receive. Children learn the meaning of the word "bullying" (including "cyber bullying") and what you should do at St William's if anyone ever made them feel unsafe. |
|                   | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know their "special people" and say why they are special to them.</li> <li>Understand how we can help and support people in our family/homes.</li> <li>Know that families make us feel happy and safe but understand that angry/sad can be normal emotions in a family.</li> </ul>                                                           | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Explore what it means to be a good friend.</li> <li>Understand how to be a good friend and how it feels to have a good friend to play with.</li> <li>Explore how it feels to be left out of a game.</li> <li>Know how to resolve simple conflicts with their peers and when to seek adult support to reach a resolution.</li> </ul>                                                                                                                                                 | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know that everyone is different, and we are all special and unique.</li> <li>Know how to give and receive compliments.</li> <li>Understand the words "bullying" (including "cyber bullying") and discuss what they should do if they feel unsafe at school.</li> <li>Know the STOP acronym to use around bullying.</li> </ul>                                                                                                                                |
|                   | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                   | Special people, help, support, family, safe, emotions                                                                                                                                                                                                                                                                                                                                                                  | Friendship, good friend, trust, excluded, conflict, falling out, resolve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unique, compliments, kindness, manners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                   | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                   | <b>Online Relationships/Internet Safety and Harms</b><br><br>CC Link-Computing Autumn                                                                                                                                                                                                                                                                                                                                  | <b>Mental Well being</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Physical Health and Fitness/Healthy Eating</b><br><br>CC Link PE – Healthy Participation                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|  | Children discuss all the things they use the internet for. What do we use it for in school? What uses does it have at home? Children use videos and role play to explore how people are not always as they seem on the internet and that what you write/text can have the same impact on a person's feelings and wellbeing as if you said the same thing to their face.                                                                                                | Building upon learning from Early Years where the children explore emotions through the story 'The Colour Monster'. Children begin to identify a range of emotions. They begin to understand that all emotions are valid. Children discuss why time resting and playing are often our favourite times of day and why it's good to spend time with friends and family. | Children learn the different food groups and begin to identify some food associated with each group. Children can talk about healthy foods vs. unhealthy food.<br>As part of the Daily Mile session at school, children can talk about why this is important the positive effects of having this active time in our daily routine.                                                                            |
|  | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Begin to understand what personal information is and who you can share it with.</li> <li>Know who to tell when they see something that makes them uncomfortable.</li> <li>Begin to recognise the need to know who it is they are sharing their learning with online.</li> <li>Recognise different types of content on websites and know that some things may not be true or safe.</li> </ul> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Explore a range of emotions and when we might feel them.</li> <li>Understand why time resting and playing are important for our mental well-being.</li> </ul>                                                                                                                               | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Name the different food groups and begin to identify which food is healthy and which food is unhealthy.</li> <li>Know it is important to have active time in our daily routine.</li> <li>Describe how the body feels before, during and after exercise.</li> </ul>                                                                  |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                 | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                         |
|  | Personal information, content                                                                                                                                                                                                                                                                                                                                                                                                                                          | Self-care techniques                                                                                                                                                                                                                                                                                                                                                  | Unhealthy, food                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Being Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Financial Capabilities</b>                                                                                                                                                                                                                                                                                                                                         | <b>Health and Prevention</b>                                                                                                                                                                                                                                                                                                                                                                                  |
|  | Children discuss the difference between a surprise and a secret. They discuss what they should do if a secret makes them feel uncomfortable. They learn about safe adults and how to contact and approach them if they feel unsafe.<br><br>Using the NSPCC Pants resources, the children learn that their bodies are their own. They learn the difference between good                                                                                                 | Children engage with coins and notes from the British currency system. They sort the coins depending on their value and understand that coins have different values. They participate in class discussions about how to spend money and the benefits of saving money. They discuss where to put their money to keep it safe.                                          | Children learn how to use a hat, sun cream and a t-shirt to protect them from the sun. They learn the risks of sunburn if they do not keep themselves safe in the sun.<br>The children learn why we need sleep, how much sleep a 5–7-year-old needs to stay healthy and the risks of not getting enough sleep. Children learn about the cause of bacteria and viruses and how to "Catch it, Bin it, Kill it". |

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|  | touch and bad touch and how to tell a safe adult if they needed to (including the necessary language to use).                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                           |
|  | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Know the difference between a surprise and a secret. Know that a secret should never make them feel uncomfortable.</li> <li>• Identify and name their trusted adults. Be aware of the dangers around unknown people.</li> <li>• Know the necessary language to make a disclosure if needed.</li> <li>• Begin to discuss the difference between good and bad touch.</li> </ul> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Explore the different coins that we use and know that they have a different value.</li> <li>• Understand and make simple choices about how to spend and save some of their money.</li> </ul> <p>Think about where they might keep their money to keep it safe.</p> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Know how to protect ourselves from the sun.</li> <li>• Understand the importance of sleep on our health.</li> <li>• Begin to explore the consequences of not having enough sleep.</li> <li>• Know what causes bacteria and viruses</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                          | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                     |
|  | Surprise, secret, good touch, bad touch                                                                                                                                                                                                                                                                                                                                                                                                                   | coins, notes, pounds, pence, money, spend, save                                                                                                                                                                                                                                                                                                | Protect, sun, sleep, bacteria, virus                                                                                                                                                                                                                                                                                      |



## YEAR 2

|  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | Families and People Who Care For Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Caring Friendships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Respectful Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <p>Building on from their work on their "Special people" in Year 1, Children talk about themselves, their own household and the family members they live with. We first look at how we are different from our friends and then use this to discuss the differences within our families (including separated families siblings/no siblings/those who live apart from parents-where necessary, those who live with extended family, those with same sex parents-if necessary). They discuss that all families may look different but that all families are characterised by love.</p> | <p>Building on their work on friendship in Year 1, Children discuss and note down what makes a good friend/bad friend. They talk about what behaviours a good friend demonstrates (good listening/helping etc) and recognise when their friends have been a good friend by demonstrating one of the good friend behaviours.</p> <p>Children use role play to demonstrate and discuss how people feel when they are left out of games or a group activity and discuss ways in which we can ensure this does not happen in school.</p> | <p>Building on their sense of self from the early years and their discussions about individuality in Year 1, children look at the ways in which they are similar and different to others in the way they look and what they like/dislike. The children discuss their own unique qualities and talents and how we should praise and celebrate everyone's differences and talents.</p> <p>Children discuss how sharing and learning about others' differences and talents in order to improve the relationships with their peers, including those who they don't usually play with.</p> <p>Children discuss times they have fallen out with their friends and how this is a normal part of friendship. Falling out is not bullying because bullying is something that happens SEVERAL TIMES ON PURPOSE. They know that if they are worried about being bullied, or about others being bullied, they should START TELLING OTHER PEOPLE.</p> |
|  | <p><b>KEY KNOWLEDGE &amp; SKILLS::</b></p> <ul style="list-style-type: none"> <li>Identify different family units and know that some families look different to other families.</li> <li>Know that all families look different but that all families are characterised by love.</li> </ul>                                                                                                                                                                                                                                                                                          | <p><b>KEY KNOWLEDGE &amp; SKILLS::</b></p> <ul style="list-style-type: none"> <li>Identify what makes a good friend/bad friend.</li> <li>Know that friends can make us feel happy and secure.</li> <li>Know what behaviours a good friend demonstrates and recognising when their peers have been a good friend.</li> </ul>                                                                                                                                                                                                          | <p><b>KEY KNOWLEDGE &amp; SKILLS::</b></p> <ul style="list-style-type: none"> <li>Recognise ways in which they are similar and different to others in the way they look and in what they like/dislike.</li> <li>Know how to use their similarities and differences to improve their relationships with their peers, including those they don't usually play with.</li> <li>Know that falling out with friends is a normal part of friendship. Falling out is not bullying.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Understand what it feels like to be left out and excluded and how we can ensure this does not happen in school.</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Define bullying. How they can help themselves and others who are experiencing bullying.</li> <li>Know the STOP acronym to use around bullying.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | Household, differences, separated families, siblings, extended families, same sex families (if necessary), characterised, love                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Bad friend, left out, good behaviour, secure                                                                                                                                                                                                                                                                                                                                                                                                                                                | Talents, praise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <b>Online Relationships/Internet Safety and Harms</b><br><b>CC Link-Computing Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Mental Well-being</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Physical Health and Fitness/Healthy Eating</b><br><b>CC Link PE – Healthy Participation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <p>Revisiting what they learned in Computing sessions, children explore the many ways they can access the internet and think about a number of times we have used it in the last week. What did we use it for? Was it helpful?</p> <p>Building on their knowledge from Year 1 on internet safety, and previous E-Safety lessons in Year 2, children discuss some of the situations they may find themselves talking to people on the internet and that people are not always what they seem. They also discuss how to communicate kindly with people they do know, treating them as they would if they were a friend sat with them in school.</p> <p>Children begin to learn the risks of sharing data and why it is important to keep ourselves safe.</p> | <p>Children build upon learning from Early Years and Year 1 by starting to use an increasingly wide range of words to discuss their feelings with others and understand that negative emotions are part of the normal range of emotions. They begin to talk about how we could handle these unwanted emotions and how to calm ourselves down in difficult situations.</p> <p>Children use books and drama to emphasise the benefits of talking about emotions with those closest to us.</p> | <p>Children discuss the basic changes to our bodies when we exercise (faster heart rate, breathing, sweating etc) and begin to understand why our bodies respond in these ways when we undertake vigorous exercise. In Science they investigate what types of exercise bring their heart rate up the most. They also talk about the effectiveness of exercise on our physical and mental health.</p> <p>Alongside their healthy diet Science lessons, children revisit their previous learning about food groups in Y1 and identify some foods in each group and discuss what a healthy meal might look like. Children find out the risks of eating a poor diet.</p> |
|  | <b>KEY KNOWLEDGE &amp; SKILLS::</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>KEY KNOWLEDGE &amp; SKILLS::</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>KEY KNOWLEDGE &amp; SKILLS::</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Use an increasingly wide range of vocabulary to describe feelings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Know the basic changes to our bodies when we exercise (faster heart rate, breathing,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <ul style="list-style-type: none"> <li>• Discuss examples of personal information and talk about who you can share it with.</li> <li>• Begin to recognise the need to know who it is they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</li> <li>• Know who to tell when they see something that makes them uncomfortable, Understand the need for a balance in how they spend their time.</li> <li>• Recognise the Internet as an exciting place to be and begin to make good choices about age-appropriate activities.</li> <li>• Recognise different types of content on websites and know that some things may not be true or safe.</li> <li>• Know that sometimes pictures and words on the Internet cannot be copied because they belong to someone else.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that negative emotions are part of a normal range of emotions.</li> <li>• Know that it is healthy to talk about emotions to the people closest to us.</li> </ul>                                                                                                                                                                               | <p>sweating) and understand why our bodies respond in this way.</p> <ul style="list-style-type: none"> <li>• Know that exercise has a positive effect on our physical and mental health.</li> <li>• Know what a healthy meal looks like.</li> <li>• Explain what they need to stay healthy.</li> </ul>                                                                                                                                                      |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Online experience, sharing (data), age-appropriate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Emotions, mental well-being                                                                                                                                                                                                                                                                                                                                                                        | Sweating, heart rate, exercise, healthy meal                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Being Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Financial Capabilities</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Health and Prevention</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | Through the use of role play, visitors (safe adults) and picture books, the children discuss what to do if they feel unsafe around adults. They will learn to keep asking and repeating until they are heard and that they have a right to be heard and a right to feel safe. Through the NSPCC Pants & the Journey in Love scheme, the children learn the name of male/female body parts (including external genitalia) and the importance of using the appropriate words when talking to safe                                                                                                                                                                                                                                                                                                                                                 | Children will build upon their understanding about how to spend money, they will discuss decision making around money. Children will continue to discuss the importance of keeping money safe and they will explore the value of it. Children will then start to think about different ways that money is used. They will discuss and explore the differences between saving, spending and giving. | <p>Children discuss the 5 Top Tips for healthy teeth (brush twice a day, just spit after brushing, avoid sugary food and drinks, drink milk and water, brush your teeth for 2 minutes, go to the dentist regularly).</p> <p>Children look at how bacteria is killed, and viruses are controlled (including through medicine and vaccinations). Children look at when to wash your hands to keep yourselves safe (after the toilet, before eating, after</p> |

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|  | adults to ensure that meaning is completely understood.                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        | touching animals, after coughing or sneezing etc).                                                                                                                                                                                                                                            |
|  | <b>KEY KNOWLEDGE &amp; SKILLS::</b> <ul style="list-style-type: none"> <li>• Know what to do and who to ask for help if they feel unsafe.</li> <li>• Understand that they have a right to be heard and what to do if they feel unsafe.</li> <li>• Know the appropriate language for body parts.</li> </ul> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Understand that people make different choices with how to spend and save their money.</li> <li>• Understand that money has a value and needs to be taken care of.</li> </ul> Identify different ways that money can be used e.g. saving, spending, giving. | <b>KEY KNOWLEDGE &amp; SKILLS::</b> <ul style="list-style-type: none"> <li>• Know the 5 top tips for healthy teeth.</li> <li>• Know how bacteria is killed and how viruses are controlled.</li> <li>• Understand the importance of hand washing and when it is important to do so.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                      | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                         |
|  | Concerns, female & male genital parts                                                                                                                                                                                                                                                                      | Shop, pay, spend, save, buy, give, safe, money box, purse, bank                                                                                                                                                                                                                                                                        | Healthy teeth, controlled                                                                                                                                                                                                                                                                     |

# YEAR 3

3

Autumn 1

Autumn 2

Spring 1

## Families and People Who Care For Me

## Caring Friendships

## Respectful Relationships

Children continue to recognise the differences in each other's family unit and identify what it is about theirs that makes them feel safe, secure and loved. Children then identify the members of their families and discuss how families all look different but that these differences do not impact on a child's stability and love.

Children identify what qualities they like in their friends. They discuss what makes a good friend. Children understand that falling out is normal amongst friends. They learn about what they can do to rectify fall outs and practise listening to others and understanding other people's point of view,

Building on their friendship work from Years one and two, children identify when others are not being a good friend and how unhealthy relationships form when decisions are not equal and individual liberty is not respected in a friendship. Children learn what the STOP acronym stands for.

Children use the Ugly Duckling as a stimulus in a discussion about how unkind/disrespectful words can hurt others.

They use drama to learn how to politely challenge people when they are hurting others or who to report it when necessary.

Children celebrate the diversity within a class and how we ensure all members of the SWOY family are treated with respect.

### KEY KNOWLEDGE & SKILLS:

- Understand that families all look different but these differences do not impact on a child's stability and love.
- Know that there are several alternative family units (e.g., adoption, fostering and same sex couples).

### KEY KNOWLEDGE & SKILLS:

- Explain the qualities of a good friend.
- Know that falling out is normal amongst friends but listening to others and understanding people's point of view, can often help to rectify a problem.
- Know that unhealthy friendships and relationships form when decisions are not equal and individual liberty is not respected in a friendship.
- Know the STOP acronym to use around bullying.

### KEY KNOWLEDGE & SKILLS:

- Know how unkind/disrespectful words can hurt others.
- Understand the importance of self-respect and how this links to their own happiness.
- Know how to politely challenge people when they witness them hurting others and who to report it to when necessary.
- Understand that diversity should be celebrated, and everyone has the right to be treated with respect.
- Know the STOP acronym to use around bullying.

### KEY VOCABULARY

Same sex couple, loved, stability, adoption, fostering

### KEY VOCABULARY

Qualities, falling out, normal, rectify, listening, understanding, point of view, unhealthy relationship

### KEY VOCABULARY

Unkind, disrespectful

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|  |                                                                                                                                                                                                                                                                                                                                                    | <b>Financial Capabilites</b>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                    | Children will contiune to explore money and coins, they will recognise a range of coins and notes. They will learn how to calculate change through practical tasks. The children will make a simple plan for saving and their own spencing choices. Children will build upon their understanding of how money is used and discuss the difference between using money for something they need and something they want. |                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                    | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Recognise the coin and notes to use and calculate change.</li> <li>• Know how to make a simple plan for my saving and spending choices.</li> <li>• Understand the difference between something that they need and something that they want.</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                    | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                    | cost, price, sell, total, choice, customer, value, want, need                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
|  | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                    | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Summer 2</b>                                                                                                                                                                                                                                                                              |
|  | <b>Online Relationships/Internet Safety and Harms</b><br>CC Link-Computing Autumn                                                                                                                                                                                                                                                                  | <b>Mental Well being</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>Physical Health and Fitness/Healthy Eating</b><br>CC Link-Science-Animals Inc Humans Spring 1<br>CC Link PE – Healthy Participation                                                                                                                                                       |
|  | Children explore the importance of making good choices about the length of time they spend online. They discuss how important it is to speak to an adult and seek permission before downloading files and games from the internet. Children spend time thinking about the differences between positive and negative comments they may post online. | In this unit the children think about the concept of loneliness and isolation. They think of ways we could combat or help someone who is isolated or who may feel lonely. They plan and complete a voluntary activity for somebody who they think might be lonely in the community (e.g., making them notes/cards/taking flowers etc). They reflect                                                                   | Children discuss how important exercise is for physical and mental wellbeing. They learn the benefits of moving more and discuss how their increased movement makes them feel both mentally and physically. Children plan a healthy meal ensuring that there all food groups are considered. |

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|  | They learn how communicating politely online is just as important as communication face-to-face.                                                                                                                                                                                                                                                                                                                                                                                        | on how reaching out to someone lonely made them feel.                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know how to make good choices about how long is spent online.</li> <li>Understand the need to ask an adult before downloading files and games from the Internet.</li> <li>Understand the need to post positive comments online.</li> <li>Know that the same rules apply to online relationships as those that are face to face and the importance of respecting others even if they are anonymous.</li> </ul> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know that isolation from others can lead to feelings of loneliness and discuss how we might combat these feelings.</li> </ul> | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know that exercise has good physical and mental health benefits.</li> <li>Know how to plan and prepare a healthy meal using a variety of food groups.</li> <li>Know that a healthy diet is made up from a variety and balance of different food and drink.</li> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warmup and cool-down.</li> </ul>                                         |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>KEY VOCABULARY</b>                                                                                                                                                                                   | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | Downloading, files, anonymous, social media                                                                                                                                                                                                                                                                                                                                                                                                                                             | Isolation, loneliness                                                                                                                                                                                   | Flexibility, strength, balance, warm up, cool down                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <b>Being Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                         | <b>Health and Prevention/<br/>Drugs, alcohol and tobacco</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <p>Through role play and stories, the children discuss boundaries and when they are needed in a friendship or in a family. They talk about what these boundaries might look like and why they are put in place.</p> <p>Through the NSPCC pants, the children talk about what feeling safe/unsafe feels like and how to respond to these feelings. They identify important people in their lives/in their community who they can turn to if they felt unsafe.</p>                        |                                                                                                                                                                                                         | <p>In this unit, children learn that there are no “good drugs” or “bad drugs” but that all drugs can be harmful if not used properly. Medicines are not automatically “good drugs” and that they need to be used carefully according to instructions.</p> <p>Children build on their prior learning from Year 1 about getting enough sleep learn about good bedtimes routines and how these promote good sleep. They look at things which would hinder the quality of their sleep (too much screen time before bed). Children learn how much sleep they need to stay healthy. Children learn about the</p> |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                 |  | <p>problems they may encounter if they don't get enough sleep.</p> <p>Children revisit sun safety and how to keep themselves safe in the sun. They look at the risks of sun exposure on our bodies.</p>                                                                                                                                                                                                                                                                                                                  |
|  | <b>KEY KNOWLEDGE &amp; SKILLS::</b> <ul style="list-style-type: none"> <li>• Understand why boundaries are needed in a friendship or a family.</li> <li>• Explore what feeling safe/unsafe feels like and how to respond to these feelings.</li> <li>• Know the importance of identifying important people in the lives/in their community who they can turn to if they feel unsafe.</li> </ul> |  | <b>KEY KNOWLEDGE &amp; SKILLS::</b> <ul style="list-style-type: none"> <li>• Understand there are different types of drugs (good and bad).</li> <li>• Know that all drugs can be harmful if not used properly.</li> <li>• Know that all drugs need to be used carefully according to their instructions.</li> <li>• Know what might hinder the quality of sleep.</li> <li>• Know how much sleep they need to stay healthy.</li> <li>• Know how to keep safe in the sun. Understand the risks of sun exposure.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                           |  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | Boundaries                                                                                                                                                                                                                                                                                                                                                                                      |  | Good drugs, bad drugs, sun exposure, harmful                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## YEAR 4

| 4 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Families and People Who Care For Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Caring Friendships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Respectful Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|   | <p>In this unit, children continue to recognise that families come in all shapes and sizes. They look at the commitment of marriage in popular stories and fairytales and how this is a commitment between two people love each other.</p> <p>They are then introduced to the choice of co-habiting parents, stepparents and single parent families. They revisit: same sex parents and adoptive/foster families. Children discuss the law changes introduced in Dec 2019 that allows same sex and opposite relationships to choose a civil partnership and these reasons why people may make this life choice (e.g. for religious reasons)</p> | <p>Children look at what makes a good friend and why people choose to spend more time with the people they like and have things in common with and less time with others. They look at what friends like to do together and what happens when two friends don't agree on and activity and the importance of compromise</p> <p>Children discuss what it meant by a "positive, healthy relationship" They discuss the responsibilities we share in maintaining these positive, healthy relationships. They can describe some of the qualities they admire in others and use role play to discuss what it feels like to be left out and how to include others. They begin to recognise when others feel unhappy. Children learn the difference between being assertive and being aggressive. The children practise this and begin to articulate the difference.</p> | <p>Children talk about dares and how people who dare you to do something are asking you to take a risk that you might not feel comfortable with and that might put you in danger. Children role play situations where they might need to be assertive to get out of the dare.</p> <p>Children learn about what constitutes courtesy and manners. They apply this to respecting others even if they are different to them (e.g. not staring and speaking politely, name calling).</p>                      |
|   | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Understand that marriage is a lifelong commitment between two people who love each other which is intended to be life long in the eyes of God.</li> <li>Know that family units can look different from home-to-home, including co-habiting parents, stepparents, single parent families, same sex parents and adoptive/foster families.</li> </ul>                                                                                                                                                                                                             | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Know that makes a good friend and why people choose to spend more time with the people they like and have things in common with and less time with others.</li> <li>To know what it means to have a "positive, healthy relationship".</li> <li>To know that it is a shared responsibility to maintain a positive, healthy relationship.</li> <li>Understand how to recognise when others feel unhappy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Know that a dare is asking you to take a risk and that this risk might not make you feel comfortable.</li> <li>Know how to be assertive to get out of a dare that you don't feel uncomfortable with.</li> <li>Understand what constitutes courtesy and manners. Extend these courtesy and manners to everyone, including those who are different to them (e.g. not staring, speaking politely, name calling).</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Understand what a civil partnership is and why some people may choose this as a life choice (e.g., for religious reasons).</li> </ul> | <ul style="list-style-type: none"> <li>Identify the difference between being assertive and being aggressive.</li> <li>Know that bullying can take many different guises including cyber bullying and online abuse.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Know that in school and wider society they can expect to be treated with respect by others and in turn, they should respect others.</li> <li>Know the STOP acronym to use around bullying.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                        | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                      | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                        |
|  | Commitment, marriage, co-habiting parents, step parent, single parent, law, civil partnership, life choice                                                                   | Common, compromise, positive healthy relationship, responsibilities, maintaining, admire, include, assertive, aggressive                                                                                                                                                                                   | Dare, comfortable                                                                                                                                                                                                                            |
|  |                                                                                                                                                                              | <b>Financial Capabilities</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                              | In this unit children will begin to unpick what happens if they don't keep track of their money. Children will build upon their understanding of saving and know why saving money is important. Children will know that money will come to them in different ways in the future.                           |                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                              | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Unnderstand that if they don't keep track of their money then it might run out.</li> <li>Know why saving money is important.</li> <li>Know that money will come to them in different ways in the future e.g. working.</li> </ul> |                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                              | <b>Vocabulary</b>                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                              |
|  |                                                                                                                                                                              | £ and p, earn, work,                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                              |
|  | <b>Spring 2</b>                                                                                                                                                              | <b>Summer 1</b>                                                                                                                                                                                                                                                                                            | <b>Summer 2</b>                                                                                                                                                                                                                              |
|  | <b>Online Relationships/Internet Safety and Harms</b><br>CC Link-Computing Autumn                                                                                            | <b>Mental Well being</b>                                                                                                                                                                                                                                                                                   | <b>Physical Health and Fitness/Healthy Eating</b><br>CC Link Science Animals Inc Humans<br>CC Link PE – Healthy Participation                                                                                                                |

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| <p>Children learn the importance of making a secure password for online accounts. They look at what constitutes a strong password and practise making their own.</p> <p>They learn about phishing and how to identify risks of this in online content and how to keep themselves safe from this.</p> <p>They learn that social media platforms have age restrictions and they investigate what these are and why they are on place.</p> <p>Children learn about the risks of spending too much time online and consider how they can reduce the time they engage with the internet, if necessary.</p> <p>The children are reminded about their prior knowledge of cyber bullying and learn that speaking to people online must be as respectful and positive as it would be face-to-face.</p> | <p>After identifying as many emotions as they can, the children look at how our bodies respond to these emotions differently. They learn to recognise these emotions in themselves and in their peers.</p> <p>Children recognise that sometimes our feelings change very quickly and can recognise when they need to remove themselves from a situation that is making them experience negative emotions and they understand that this is part of self-regulation.</p> <p>Through these investigations and discussions, children begin to understand that mental ill health is common and can take many different forms. They understand that a trusted adult will be able to help in cases where they feel unsafe by their own emotions or the emotions of others.</p> | <p>In this unit, children revisit lifestyle choices that keep us healthy (balanced diet, exercise, sleep, fresh air, reduced screen time).</p> <p>Children look at the consequences of poor diet choices with a focus on tooth decay and obesity.</p> <p>The children design a healthy menu for their lunchboxes for a typical school week and apply their knowledge of the Eat Well plate to each day.</p>                                                                                                                                                             |
| <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Choose a secure password.</li> <li>• Talk about the ways to protect myself and my friends from harm online.</li> <li>• Use the safety features of websites as well as reporting concerns to an adult.</li> <li>• Know that anything posted online can be seen by others.</li> <li>• Know that websites, social media and games are appropriate for age.</li> <li>• Know how to make good choices about how long is spent online.</li> <li>• Know how Help others to make good choices about the time they spend online.</li> <li>• Talk about why to ask a trusted adult before downloading files and games from the Internet.</li> <li>• Comment positively and respectfully online.</li> </ul>           | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Explore how our bodies respond to different emotions.</li> <li>• Know how to recognise different emotions in ourselves and our peers.</li> <li>• Know that self-regulation can help us manage our emotions.</li> <li>• Know that mental ill health is common and can take many different forms.</li> <li>• Understand that a trusted adult will be able to help in cases where they feel unsafe by their own emotions or the emotions of others.</li> </ul>                                                                                                                                                                                                                          | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Know which lifestyle choices keep us healthy (balanced diet, exercise, sleep, fresh air, reduced screen time).</li> <li>• Know the consequences on poor diet with a focus on tooth decay and obesity.</li> <li>• Understand the principals of the Eat Well plate and how this constitutes a healthy, balanced diet.</li> <li>• Describe how the body reacts at different times and how this affects performance.</li> <li>• Explain why exercise is good for your health.</li> </ul> |

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|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>KEY VOCABULARY</b>              | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | Secure, protect, reporting, edited, password                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Self-regulation, mental ill health | Tooth decay, balanced diet, obesity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Being Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                    | <b>Health and Prevention/<br/>Drugs, alcohol and tobacco</b><br><b>CC Link Science-Animals Inc Humans Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <p>This half term the children discuss how they would feel in different scenarios (e.g. bullying, getting lost, encountering people who make us feel uncomfortable online etc) in groups. They look at whether the situation is safe/unsafe, how it would make us feel, why we might take part in the situation, the choices we have in different situations and who we can ask for help if needed.</p> <p>NSPCC Pants is used again to remind children of good touch/bad touch, of trusted adults, that privates are private.</p> |                                    | <p>As part of their Science topic, the children will learn about tooth decay and how to maintain good oral hygiene.</p> <p>Children find out what the benefits of the sufficient sleep are (to rest, recover and to repair). Children learn about ensuring the environment is suitable to good sleep (no screen time before bed, dim/no light, quiet or silence, clean and warm). They look at what the consequences are for not getting enough sleep.</p> <p>Children are visited by the McMillan Cancer Team to build on their prior knowledge of sun safety. They build up on this by learning about the dangers of skin cancer when exposed to the sun without protection. They learn what happens when you cover your skin in SPF and reminded of the often-forgotten places to put sun screen (ears, back of the neck).</p> |
|  | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Identify when a situation is safe or unsafe and explore choices in different situations.</li> <li>Know the difference between good touch/bad touch, who their trusted adults in and that privates are private</li> </ul>                                                                                                                                                                                                                                 |                                    | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know the risks and causes of tooth decay and how to maintain good oral hygiene.</li> <li>Explain the importance of sufficient sleep.</li> <li>Know how to create an environment that is suitable for good sleep.</li> <li>Know the dangers of no sun protection when exposed to the sun (skin cancer).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  |                       |  | <ul style="list-style-type: none"><li>• Know and understand the consequences of not having enough sleep.</li><li>• Know how to apply SPF correctly.</li></ul> |
|  | <b>KEY VOCABULARY</b> |  | <b>KEY VOCABULARY</b>                                                                                                                                         |
|  | Private               |  | Oral hygiene, sufficient sleep, skin cancer                                                                                                                   |

## YEAR 5

| 5 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|   | Families and People Who Care For Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Caring Friendships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Respectful Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | <p>Children revisit the role of a family in making us feel happy and secure.</p> <p>Fort Alice work with the children on what constitutes a healthy relationship in a family and that in some families there may be unhealthy behaviours. They begin to understand what control and domestic violence looks like and how this can affect all members of the family.</p> <p>Children explore control, violence and safety within different types of relationships, learning how to recognise and report feeling unsafe at home and what to do if a friend at school confides in them about being unsafe at home.</p> | <p>In this unit, children discuss the concept of bullying, recapping their knowledge of the STOP mnemonic. They explore a range of situations where negative reactions could hurt the feelings of others. Children take part in 'odd socks day' to celebrate what makes us unique and recognise national anti-bullying week.</p> <p>Children discuss what makes a friendship healthy and what they want and need from a friend. They discuss acceptable and unacceptable behaviour and write a recipe for making the perfect friend.</p> <p>Children use Aesop's fable 'The scorpion and the frog' to learn how to be assertive and say 'no' when friends are pressuring them to join in with things they feel uncomfortable with.</p> | <p>Linked to their learning of the Suffragettes in History, children explore gender stereotypes through discussions and debates over universal suffrage and equality for all. As a class, pupils identify and discuss stereotypes E.g. boys don't wear pink, girls don't play football, girls can cry but boys can't etc. Children explore the key word 'prejudice' and the differences between prejudice and discrimination.</p> <p>Children work with Fort Alice to consider the meaning of the terminology 'biological gender', 'gender identity', 'gender expression' and 'sexual orientation'. Children talk about how some people are uncomfortable with the gender they were assigned.</p> <p>Fort Alice work with the children looking at the meaning of consent and permission-seeking and giving. Children further explore the STOP bullying mnemonic, discussing safe and appropriate ways in which they can 'tell other people' if they witness or are being bullied.</p> |
|   | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Understand that a family makes us feel happy, secure and loved.</li> <li>Know what control and domestic violence is and what this looks like within a family unit.</li> <li>Know that domestic violence effects all members of the family, even when the violence is directed towards and individual.</li> </ul>                                                                                                                                                                                                                   | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Understand reactions and how our reactions can affect others.</li> <li>Discuss what makes a friendship healthy and what someone might want and need in their friends.</li> <li>Know how to be politely assertive and say no when friends are pressuring them to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Know what a stereotype is and that this often happens with people's gender (E.g. boys don't wear pink, girls don't play football, girls can cry but boys can't, all gay men act like females etc). Explore the idea of prejudice.</li> <li>Begin to know the meaning of the terminology, biological gender, gender identity, gender expression, sexual</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"> <li>Know how to recognise and report feeling unsafe at home and what to do if a friend at school confides in them about being unsafe at home.</li> <li>Understand the importance of spending family time together and sharing each other's life as a supportive family.</li> </ul> <p><i>Much is covered sensitivity by experts at Fort Alice</i></p> | <p>join in things, they feel uncomfortable with.</p> <ul style="list-style-type: none"> <li>Define bullying and explain what it may present as.</li> </ul>                                                                                                                                                                                                                                                                                                          | <p>orientation). Children talk about some people who are uncomfortable with the gender they were assigned.</p> <ul style="list-style-type: none"> <li>Know the meaning of consent and permission-seeking and giving.</li> <li>Know the STOP acronym to use around bullying.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                  |
|  | Unhealthy behaviour, control, domestic violence, unsafe, report, confides                                                                                                                                                                                                                                                                                                                | Reactions, pressure, uncomfortable, problems, difficulties                                                                                                                                                                                                                                                                                                                                                                                                          | Stereotype, prejudice, gender identity, gender expression, biological gender, consent, permission seeking                                                                                                                                                                              |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | <b>Financial Capabilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | Children will explore other ways of paying that do not involve cash (online payments, card, apple pay and bank transfers. They will build upon their knowledg about the importance of saving. They will learn how to keep records of spending ang saving. Children will practically make spending choices. They will learn how to prioritise spending based on their wants and needs. They will discusss this with their peers before making choices independently. |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | <b>KEY KNOWLEDGE &amp; SKILLS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Describe ways of paying that do not involve cash e.g. online payments, card, apple pay, bank transfer</li> <li>Know how to keep records of their spending and saving.</li> <li>Can make spending choices and prioritise based on their wants and needs.</li> </ul>                                                                                                                                                           |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        |
|  |                                                                                                                                                                                                                                                                                                                                                                                          | online payments, card, apple pay, bank transfer, prioritise, electronic payments, cash back, luxury                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |

|  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|  | Online Relationships/Internet Safety and Harms<br>CC Link-Computing Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mental Well being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Physical Health and Fitness/Healthy Eating<br>CC Link PE – Healthy Participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <p>Having completed their 'E-Safety' Computing learning in Autumn, children recap and refresh their knowledge of staying safe online, including the 'SMART' rules mnemonic and how to safeguard themselves against dangerous online relationships.</p> <p>Children recap their prior knowledge about what a secure password should and should not include. Children draw on the learning from each of their PSHE units so far this year and discuss how to recognise and report feeling unsafe, to 'tell other people', and how to say 'no' in online circumstances.</p> <p>Children explore the associated rules and dangers of the online games and communication platforms that they are already familiar with.</p> <p>Children look at the analytics of school Tweets, investigating how many people see and use what has been posted by the school online.</p> | <p>Children explore their own and others' feelings and discuss how to recognise, express and manage feelings in a positive and safe way. Children learn that feelings can change in times of change and loss.</p> <p>Children learn that for us to feel content, safe and 'emotionally balanced' we need certain things to happen to us. In other words, we all have emotional needs and there are things which help to meet those needs.</p> <p>Children consider <i>how</i> they get their emotional needs met (e.g. having friends, being part of a group, some choice over what they do, receive attention, time alone, try new things etc). Children look at a variety of scenarios and activities that enable us to fulfil our emotional needs and discuss strategies to support being mentally healthy.</p> | <p>Children learn how to recognise if they are feeling unwell. They learn that most of the symptoms of being unwell are minor and they will pass on their own, though some may need minor medical treatment. They will also discuss how some symptoms could be serious and may need further medical investigation. Children identify the adults inside and outside of school who may be able to help them if they are concerned about their physical health.</p> <p>Children draw on their prior learning on healthy eating and learn to read nutritional information on food packaging and group food according to their nutritional information. Children sort healthy and unhealthy foods and using the healthy items, write a recipe for a healthy meal.</p> <p>Children learn how obesity happens and how it can be avoided.</p> |
|  | KEY KNOWLEDGE & SKILLS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | KEY KNOWLEDGE & SKILLS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | KEY KNOWLEDGE & SKILLS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <ul style="list-style-type: none"> <li>Know how to protect a password and other personal information.</li> <li>Explain the need to protect oneself and others and the best ways to do this, including reporting concerns to an adult.</li> <li>Know that anything posted online can be seen, used and may affect others.</li> <li>Talk about the dangers of spending too long online or playing a game.</li> <li>Understand the risks associated with online friendships.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Explore what we need to feel happy, content, safe and emotionally balanced.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Identify the adults inside and outside of school who may be able to help them if they are concerned about their physical health.</li> <li>Know the causes of obesity and how it can be avoided.</li> <li>Explain some safety principles when preparing for and during exercise.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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|  | <ul style="list-style-type: none"> <li>Explain the importance of communicating kindly and respectfully.</li> <li>Discuss the importance of choosing an age-appropriate website or game.</li> </ul>                                                                                                                                                                                                                                                                                                                           |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>KEY VOCABULARY</b> | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|  | Search engine, online friendship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Emotionally balanced  | Safety, concerned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <b>Being Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       | <b>Health and Prevention/<br/>Drugs, alcohol and tobacco<br/>Basic First Aid/Changing Adolescent Body</b><br>CC Link-Science-Animals Inc Humans Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <p>This half term the children discuss how they would feel in different scenarios (e.g. bullying, getting lost, encountering people who make us feel uncomfortable online etc) in groups. They look at whether the situation is safe/unsafe, how it would make us feel, why we might take part in the situation, the choices we have in different situations and who we can ask for help if needed.</p> <p>NSPCC Pants is used to remind children of good touch/bad touch, of trusted adults, that privates are private.</p> |                       | <p>As part of their Science topic, the children will be visited by the Healthy Families team to learn about tooth decay and how to maintain good oral hygiene.</p> <p>Children find out what the benefits of the sufficient sleep are (to rest, recover and to repair). Children learn about ensuring the environment is suitable to good sleep (no screen time before bed, dim/no light, quiet or silence, clean and warm). They look at what the consequences are for not getting enough sleep.</p> <p>Children are visited by the McMillan Cancer Team to build on their prior knowledge of sun safety. They build up on this by learning about the dangers of skin cancer when exposed to the sun without protection. They learn what happens when you cover your skin in SPF and reminded of the often-forgotten places to put sun screen (ears, back of the neck).</p> |
|  | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Know what trust is and what it looks like in different relationships.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |                       | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>Understand what a habit is and identify their own habits.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <ul style="list-style-type: none"> <li>Know that we can sometimes feel unsafe around people that we trust.</li> </ul> |  | <ul style="list-style-type: none"> <li>Know that stopping a habit can be challenging.</li> <li>Know the difference between legal and illegal substance use and the risks associated with it.</li> <li>Understand the importance of facts around controlled drugs.</li> <li>Know how to call 999 appropriately and safely.</li> <li>Know how to carry out basic first aid.</li> </ul> <p><i>Children are visited by the Healthy Families Team who will deliver a session about menstruation and the menstrual cycle.</i></p> |
|  | <b>KEY VOCABULARY</b>                                                                                                 |  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Trust                                                                                                                 |  | Habit, legal, illegal, controlled drugs, first aid, menstruation, menstruation cycle                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## YEAR 6

| 6 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|   | Families and People Who Care For Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Caring Friendships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Respectful Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | <p>Children discuss how we might behave if we are having a bad day. What could others do to help us if we are having a bad day? Acknowledge that when you're having a bad day, other people being angry can antagonise an already bad situation. Once children appreciate and understand this, the children then learn how to be compassionate to others who are not having an easy time and understand how not being compassionate can make people feel worse.</p> <p>Children learn about marriage between any two people is a formal and legal commitment of two people to each other. They learn about who can get married legally (must be over the age of 18) and they address same sex marriages. They look at arranged marriages and forced marriages and how it is illegal in the UK to force others (including families members) to marry.</p> | <p>Children look at negotiation and compromise in a friendship. They look at common problems that friendships encounter (disagreement, a falling out with a mutual friend, a new friend that your old friends don't like, friend is being mean to others, friend is having a hard time, friend keeps breaking the rules and getting you in trouble etc). Children use discussion to talk through the choices each scenario brings and what a good friend would do.</p> <p>Children talk about what peer pressure looks and feels like and how to respond to this by being assertive, particularly in times when people are making bad/unsafe choices.</p> <p>Children revisit bullying and what the definition of this is. They are reminded of how to act in the case of bullying. They devise a strategy on becoming anti-bullying ambassadors for the school.</p> | <p>Children begin by looking at different cultural norms from around the world and read about what is/what's not polite in different areas of the world. Use this as a discussion point about us all being different and trying to understand the cultural norms of others help us to show respect to everyone.</p> <p>Children work together to define what Respect means.<br/>They look at words alone may or may not be disrespectful but sometimes tones, body language and actions may be taken as disrespectful.</p> <p>Children look at common stereotypes and how to challenge these. They look at famous people who work to break stereotypes. They discuss how these stereotypes can be unfair, negative or destructive.</p> |
|   | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Identify how we might behave if we are having a bad day. What could others do to help us if we are having a bad day?</li> <li>Acknowledge that when you're having a bad day, other people being angry can antagonise an already bad situation.</li> <li>Know how to be compassionate to others who are not having an easy time and understand how not being compassionate can make people feel worse.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of negotiation and compromise in a friendship.</li> <li>Know what peer pressure looks and feels like and how to respond to this by being assertive, particularly in times when people are making bad/unsafe choices.</li> <li>Clearly articulate what bullying is and the difference between bullying and falling out.</li> <li>Explain the dangers of any type of bullying.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>Investigate cultural norms from around the world and read about what is/what's not polite in different areas of the world.</li> <li>To understand the cultural norms of others help us to show respect to everyone.</li> <li>To know that words alone may or may not be disrespectful but sometimes tones, body language and actions may be taken as disrespectful.</li> <li>How to challenge common stereotypes.</li> </ul>                                                                                                                                                                                                                          |

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|  | <ul style="list-style-type: none"> <li>• Know that marriage between any two people is a formal and legal commitment of two people to each other.</li> <li>• Know that to be married legally (must be over the age of 18.</li> <li>• Know that same sex marriages are legal and share the same commitments as mixed gender marriages.</li> <li>• Know what an arranged marriage is.</li> <li>• Know that forced marriages happen and that this it is illegal in the UK to force others (including families members) to marry.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• To know that these stereotypes can be unfair, negative or destructive.</li> <li>• Know the STOP acronym to use around bullying.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>KEY VOCABULARY</b>                                                                                                                                                               |
|  | Antagonise, compassionate, legal commitment, legally, arranged marriage, forced marriage, illegal                                                                                                                                                                                                                                                                                                                                                                                                                                       | Negotiation, disagreement, mutual friend, unsafe choices, peer pressure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Cultural norms, destructive                                                                                                                                                         |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Financial Capabilities</b> <p>Children will be given a variety of scenarios to explore to allow them to become 'critical consumers'. Building on their learning about how to make prioritise spending based on their needs the children will learn how to think critically about how they should use their money.</p> <p>Children will learn what a financial scam is and the risks that they pose. These will be relatable to the children (financial scams on games, tablets/ phones). They will explore different places where they can spend their money and understand that spending money in the local area supports the wider community.</p> |                                                                                                                                                                                     |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>KEY KNOWLEDGE &amp; SKILLS:</b> <ul style="list-style-type: none"> <li>• Know how to be a 'critical consumers' and think critically about how they should use their money.</li> <li>• Are aware of financial scams and the risks that they pose.</li> <li>• Understand that spending money in the local area, supports the wider community.</li> </ul>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>KEY VOCABULARY</b><br>Budget, financial scam, phishing, wages, salary, earning                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Online Relationships/Internet Safety and Harms</b><br><b>CC Link-Computing Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Mental Well being</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Physical Health and Fitness/Healthy Eating</b><br><b>CC Link PE – Healthy Participation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p>Children think about how quickly information can spread on the internet and how difficult it can be to remove something once it has been posted.</p> <p>The children discuss social media platforms such as Snap chat and Instagram where the age limit is 13+ even games aimed at younger players have guidance that players under 13 must have parental consent before playing. Discuss why this might be – because of the content that might not be appropriate for younger people, that users can 'chat' to strangers and particularly the fact that younger people might find it difficult to cope with some online behaviour such as bullying or 'trolling'.</p> <p>Children discuss their own screen time and looking at ways to reduce it, if needed.</p> | <p>Children become aware of the possible mental ill health that people may suffer. They look at the local services available in order to get support, if they (or someone else) need it.</p> <p>They learn different mindful techniques and other self- care techniques (including hobbies, spending time with friends, rest etc). How these things may be personal and different for everyone (what makes one person relax, may not be the same for another) but that looking after your own mental well-being should always be a priority.</p> | <p>Children develop a realistic fitness and exercise plan that works around their own routines and commitments. Some children may be busy and should work out when they can fit extra activity in their day.</p> <p>Children discuss times when they have been unwell. What were the symptoms? What symptoms of illness should you not ignore and see a GP straight away (such as weight loss, or unexplained changes to the body).</p> <p>Children consider medical professionals, family members and in school staff who could help them if they feel unwell physically and need medical attention.</p> |

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|  | <p>Some people have hundreds of online 'friends' and can share information with all of them in one click and that share can travel across the globe in a matter of seconds. (If you have time, have a chat about the nature of an online 'friend' compared to a real friend – they are not the same)</p>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of protecting my password and other personal information.</li> <li>• Explain the consequences of sharing too much personal information online.</li> <li>• Support others to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>• Explain the consequences of spending too much time online or on a game.</li> <li>• Explain the consequences of not communicating kindly and respectfully.</li> <li>• Protect a computer or device from harm on the Internet</li> </ul> | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Explore how poor mental health might present in people.</li> <li>• Be aware of the local services available in order to get support, if they (or someone else) need it.</li> <li>• Know and explore a range of mindful techniques.</li> </ul> | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Know how to identify symptoms of illness. Know how to seek medical help.</li> <li>• Carry out warm-ups and cool-downs safely and effectively before and after exercise.</li> <li>• Understand why exercise is good for health, fitness and contributes to mental wellbeing.</li> <li>• Know ways they can become healthier.</li> </ul>                                                                                                                                                     |
|  | <p><b>KEY VOCABULARY</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>KEY VOCABULARY</b></p>                                                                                                                                                                                                                                                                                                     | <p><b>KEY VOCABULARY</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <p>Posted, social media platform, trolling</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Poor mental health, local services, symptoms, mindfulness</p>                                                                                                                                                                                                                                                                 | <p>Weight loss, changes, medical help, fitness</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | <p style="text-align: center;"><b>Being Safe</b></p> <p>The Year 6 class visit 'Crucial Crew' to learn about the work of the emergency services and how they can keep themselves safe.</p> <p>Children look at the boundaries that make a friendship healthy and respectful. Children should acknowledge that only you can control your behaviour to make sure you are safe; physically, mentally and emotionally. That any relationship that attempts to break this rule is not healthy.</p>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                  | <p style="text-align: center;"><b>Health and Prevention/<br/>Drugs, alcohol and tobacco<br/>Basic First Aid/Changing Adolescent Body</b></p> <p>Part of this unit is delivered by the school nurse. Children clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body capable of reproduction. Clarify that puberty involves physical, emotional, and psychological changes.</p> <p>Children work together to tackle some truths and mistruths about puberty (e.g. it only effects</p> |

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|  | <p>Children are reminded about how to report these feelings of being unsafe. They will learn the vocabulary they may need to report such feelings to a trusted adult.</p> <p>Children revisit the NSPCC Pants rules.</p>                                                                                                                                    |  | <p>girls, it starts when you're 12, girls start puberty before bots etc).</p> <p>Children learn how bodies change in preparation for reproductions and how babies are conceived.</p> <p>They look at the legal age of consent and why this is in place. They look at other options available for beginning a family: adoption, surrogacy and how this can help same sex relationships, to have a loving family.</p>                                                   |
|  | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Know that boundaries make a friendship healthy and respectful.</li> <li>• Know that we are in control of our behaviour and have responsibility for our choices.</li> <li>• Know that it is not ok to attempt to influence or control the behaviour of others.</li> </ul> |  | <p><b>KEY KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Define the term 'puberty'.</li> <li>• Know that puberty involves physical, emotional and psychological changes.</li> <li>• Know how bodies change in preparation for reproduction and how babies are conceived.</li> <li>• Know the legal age of consent and why this is place.</li> <li>• Explore other options available for beginning a family, adoption, surrogacy.</li> </ul> |
|  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                       |  | <b>KEY VOCABULARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | Control, influence                                                                                                                                                                                                                                                                                                                                          |  | Puberty, physical, emotional, psychological, reproduction, conceived, consent, surrogacy                                                                                                                                                                                                                                                                                                                                                                              |