



# OAKLANDS PRIMARY ACADEMY

## PSHE AND RHE MEDIUM TERM PLAN

### OUR CORE VALUES

*We want all of our children to **BE...***

*Resilient*

*Respectful*

*Resourceful*

*Responsible*

*Risk-taking*

### INTENT

At Oaklands Primary Academy, we strongly believe that PSHE equips pupils for the wider world. Our well-planned curriculum linked to statutory DFE requirements ensures that children at Oaklands develop these skills. The main objective of PSHE teaching at Oaklands Academy is that children leave us and transition into secondary school successfully and feel comfortable with who they are. Our school ensures that the RHE elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. Our scheme acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships and Health Education.

| EYFS                                                  |                                                                                                                                                                                                                                                                                                                                                 |        |                                                                                                                                                                                                                                                                                                                             |        |                                                                                                                                                                                                                                                                                                                                                   |        |
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| Term                                                  | Week 1                                                                                                                                                                                                                                                                                                                                          | Week 2 | Week 3                                                                                                                                                                                                                                                                                                                      | Week 4 | Week 5                                                                                                                                                                                                                                                                                                                                            | Week 6 |
| <b>Autumn 1</b><br><b>Me and My Relationships</b>     | <b>Marvelous me!</b> <ul style="list-style-type: none"> <li>Share their likes and dislikes with their friends and adults in their classroom.</li> <li>Name the different features of their face and parts of their body;</li> <li>Use their senses to explore the world around them.</li> </ul>                                                 |        | <b>I'm special</b> <ul style="list-style-type: none"> <li>Speak positively about themselves;</li> <li>Name different feelings and possible causes;</li> <li>Name some key adults who can help them when feeling sad/worried/scared.</li> </ul>                                                                              |        | <b>People who are special to me</b> <ul style="list-style-type: none"> <li>Talk about their families and special people;</li> <li>Name those who care for them and keep them safe;</li> <li>Describe the different types of homes.</li> </ul>                                                                                                     |        |
| <b>Autumn 2</b><br><b>Valuing Difference</b>          | <b>Me and my friends</b> <ul style="list-style-type: none"> <li>Talk about the similarities and differences amongst their peers;</li> <li>Talk about the things they and their friends are good at;</li> <li>Spot similarities and differences in nature.</li> </ul>                                                                            |        | <b>Safety indoors and outdoors</b> <ul style="list-style-type: none"> <li>Understand that having differences between us is a good thing;</li> <li>Notice and talk about differences in nature;</li> <li>Recognise the differences within and amongst families.</li> </ul>                                                   |        | <b>Including everyone</b> <ul style="list-style-type: none"> <li>Explore and use different materials;</li> <li>Show kindness by including their friends; <ul style="list-style-type: none"> <li>Talk about how to help those who are in need.</li> </ul> </li> </ul>                                                                              |        |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b>         | <b>People who help me and keep me safe</b> <ul style="list-style-type: none"> <li>Name key relatives/care givers at home and those who care for them in their education settings;</li> <li>Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do;</li> <li>Talk about what makes them feel safe.</li> </ul> |        | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Name potential dangers, both inside and outside, and how to avoid getting hurt;</li> <li>Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules;</li> <li>Talk about how to keep their bodies safe.</li> </ul> |        | <b>What's safe to go into my body</b> <ul style="list-style-type: none"> <li>Know which products in the home are to be used only by adults;</li> <li>Sort items according to their use and purpose;</li> <li>Explain who can give medicine to children and why</li> </ul>                                                                         |        |
| <b>Spring 2</b><br><b>Rights and Responsibilities</b> | <b>Looking after myself</b> <ul style="list-style-type: none"> <li>Talk about how healthy food and keeping clean can help our bodies;</li> <li>Name some healthy foods;</li> <li>Try new experiences.</li> </ul>                                                                                                                                |        | <b>Looking after others</b> <ul style="list-style-type: none"> <li>Name some activities that they can do to help out at home;</li> <li>Talk about how they can look after other members of their family;</li> <li>Talk about how they can look after their friends.</li> </ul>                                              |        | <b>Looking after my environment</b> <ul style="list-style-type: none"> <li>Show care and respect for their home and learning environments;</li> <li>Talk about what is special within the natural world;</li> <li>Name some ways in which they can help their world.</li> </ul>                                                                   |        |
| <b>Summer 1</b><br><b>Being My Best</b>               | <b>What does my body need?</b> <ul style="list-style-type: none"> <li>Name what their bodies need for energy (food, water, exercise, sleep);</li> <li>Describe how they feel when they don't have enough food, water, exercise or sleep;</li> <li>Make healthy choices independently, in their home or education setting.</li> </ul>            |        | <b>I can keep trying</b> <ul style="list-style-type: none"> <li>Explain how people might feel if they find something hard;</li> <li>Suggest ways to encourage others to keep going;</li> <li>Have a go at challenging themselves.</li> </ul>                                                                                |        | <b>I can do it!</b> <ul style="list-style-type: none"> <li>Develop skills in planning, reviewing applying a trial and error approach;</li> <li>Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone;</li> <li>Communicate with others by sharing with and listening to each other's ideas.</li> </ul> |        |
| <b>Summer 2</b><br><b>Growing and Changing</b>        | <b>Growing and changing in nature</b> <ul style="list-style-type: none"> <li>Describe seasonal changes;</li> <li>Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot;</li> <li>Describe the life cycle of an animal.</li> </ul>                                                                                     |        | <b>When I was a baby</b> <ul style="list-style-type: none"> <li>Talk about how babies change as they grow;</li> <li>Explain what babies need and how this changes as they grow;</li> <li>Share their own experiences and listen to those of the others.</li> </ul>                                                          |        | <b>Girls, boys and families</b> <ul style="list-style-type: none"> <li>Talk about the similarities and differences between the males and females;</li> <li>Begin to play inclusively with their friends, regardless of their sex (if not already doing so)</li> </ul>                                                                             |        |

| RECEPTION                                         |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          |
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| Term                                              | Week 1                                                                                                                                                                                                                                                                 | Week 2                                                                                                                                                                                                                                                                                                                                   | Week 3                                                                                                                                                                                                                                                        | Week 4                                                                                                                                                                                                                                                                                                | Week 5                                                                                                                                                                                                                  | Week 6                                                                                                                                                                                                                                                                                   |
| <b>Autumn 1</b><br><b>Me and My Relationships</b> | <b>All about me</b> <ul style="list-style-type: none"> <li>Talk about their own interests;</li> <li>Talk about their families;</li> <li>Talk about how they are the same or different to others.</li> </ul>                                                            | <b>What makes me special</b> <ul style="list-style-type: none"> <li>Share their favourite interests and objects;</li> <li>Talk about themselves positively;</li> <li>Listen to what others say and respond.</li> </ul>                                                                                                                   | <b>Me and my special people</b> <ul style="list-style-type: none"> <li>Talk about the important people in their lives;</li> <li>Understand that we have different special people;</li> <li>Name key people outside of families that care for them.</li> </ul> | <b>Who can help me?</b> <ul style="list-style-type: none"> <li>Talk about when they might feel unsafe or unhappy;</li> <li>Name the people who will help them;</li> <li>Notice when a friend is in need at school and help them.</li> </ul>                                                           | <b>My feelings</b> <ul style="list-style-type: none"> <li>Describe different emotions;</li> <li>Explore how we feel at certain times or events;</li> <li>Identify ways to change feelings and calm down.</li> </ul>     | <b>My feelings (2)</b> <ul style="list-style-type: none"> <li>Identify events that can make a person feel sad;</li> <li>Suggest ways in which they can help a friend who is sad;</li> <li>Choose ways to help themselves when they feel sad.</li> </ul>                                  |
| <b>Autumn 2</b><br><b>Valuing Difference</b>      | <b>I'm special, you're special</b><br>Describe their own positive attributes;<br>Share their likes and dislikes;<br>Listen to and respect the ideas of others.                                                                                                         | <b>Same and different</b> <ul style="list-style-type: none"> <li>Recognise the similarities and differences amongst their peers;</li> <li>Discuss why differences should be celebrated;</li> <li>Retell a story.</li> </ul>                                                                                                              | <b>Same and different families</b> <ul style="list-style-type: none"> <li>Talk about their family, customs and traditions;</li> <li>Listen to others talk about their experiences;</li> <li>Compare their own experiences with those of others.</li> </ul>    | <b>Same and different homes</b> <ul style="list-style-type: none"> <li>Recognise the similarities and differences between their home and those of others;</li> <li>Talk about what makes their home feel special and safe;</li> <li>Be sensitive towards others.</li> </ul>                           | <b>Kind and caring (1)</b> <ul style="list-style-type: none"> <li>Suggest ways in which we can be kind towards others;</li> <li>Demonstrate skills in cooperation with others.</li> </ul>                               | <b>Kind and caring (2)</b> <ul style="list-style-type: none"> <li>Show friendly behaviour towards a peer;</li> <li>Build relationships with others.</li> </ul>                                                                                                                           |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b>     | <b>What's safe to go onto my body</b> <ul style="list-style-type: none"> <li>Name things that keep their bodies safe;</li> <li>Name things that keep their bodies clean and protected;</li> <li>Think about how to recognise things that might not be safe.</li> </ul> | <b>Keeping myself safe - what's safe to go into my body (including medicines)</b> <ul style="list-style-type: none"> <li>Make safe decisions about items they don't recognise;</li> <li>Talk about what our bodies need to stay well;</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> </ul> | <b>Safe indoors and outdoors</b> <ul style="list-style-type: none"> <li>Name some hazards and ways to stay safe inside;</li> <li>Name some hazards and ways to stay safe outside;</li> <li>Show how to care for the safety of others.</li> </ul>              | <b>Listening to my feelings (1)</b> <ul style="list-style-type: none"> <li>Name the adults who they can ask for help from, and will keep them safe;</li> <li>Recognise the feelings they have when they are unsafe;</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> </ul> | <b>Keeping safe online</b> <ul style="list-style-type: none"> <li>Share ideas about activities that are safe to do on electronic devices;</li> <li>What to do and who to talk to if they feel unsafe online.</li> </ul> | <b>People who help to keep me safe</b><br>Name the people in their lives who help to keep them safe; <ul style="list-style-type: none"> <li>Name people in their community who help to keep them safe;</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul> |

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| <p><b>Spring 2</b><br/><b>Rights and Responsibilities</b></p> | <p><b>Looking after my special people</b></p> <ul style="list-style-type: none"> <li>Name the special people in their lives;</li> <li>Understand that our special people can be different to those of others.</li> </ul>                                                                        | <p><b>Looking after my friends</b></p> <ul style="list-style-type: none"> <li>Talk about why friends are important and how they help us;</li> <li>Identify ways to care for a friend in need;</li> <li>Identify ways to help others in their community.</li> </ul>                                                                                                  | <p><b>Being helpful at home and caring for our classroom</b></p> <ul style="list-style-type: none"> <li>Identify ways in which they help at home;</li> <li>Recognise the importance of taking care of a shared environment;</li> <li>Name ways in which they can look after their learning environment.</li> </ul>            | <p><b>Caring for our world</b></p> <ul style="list-style-type: none"> <li>Think about what makes the world special and beautiful;</li> <li>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>Talk about what can happen to living things if the world is not cared for.</li> </ul> | <p><b>Looking after money (1): recognising, spending, using money</b></p> <ul style="list-style-type: none"> <li>Recognise coins and other items relating to money;</li> <li>Identify the uses of money.</li> </ul>                                                                                            | <p><b>Looking after money (2): saving money and keeping it safe</b></p> <ul style="list-style-type: none"> <li>Talk about why it's important to keep money safe;</li> <li>Identify ways to save money;</li> <li>Talk about why we save money.</li> </ul>                                                                                                                            |
| <p><b>Summer 1</b><br/><b>Being My Best</b></p>               | <p><b>Bouncing back when things go wrong</b></p> <ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal;</li> <li>Develop their confidence and resilience towards having a growth mindset;</li> <li>Name a strategy to overcome a hurdle.</li> </ul> | <p><b>Yes, I can!</b></p> <ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal.</li> <li>Develop their confidence and resilience towards having a growth mindset.</li> <li>Name a strategy to overcome a hurdle.</li> </ul>                                                                                            | <p><b>Healthy eating (1)</b></p> <ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>Explain the jobs of different food groups.</li> </ul>                                    | <p><b>Healthy eating (2)</b></p> <ul style="list-style-type: none"> <li>Name and choose healthy foods and drink;</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>Explain the jobs of different food groups.</li> </ul>                                                            | <p><b>Move your body</b></p> <ul style="list-style-type: none"> <li>Describe the changes in their body during exercise and what is happening to their body;</li> <li>Explain how exercise can help us stay well - physically and mentally;</li> <li>Name some ways to keep their body fit and well.</li> </ul> | <p><b>A good night's sleep</b></p> <ul style="list-style-type: none"> <li>Understand why our body needs sleep;</li> <li>Talk about their own bedtime routine;</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>                                                                                                                                          |
| <p><b>Summer 2</b><br/><b>Growing and Changing</b></p>        | <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>Name the different seasons and describe their differences;</li> <li>Explain the changes that occur as seasons change;</li> <li>Talk about how they have grown in resilience.</li> </ul>                                            | <p><b>Life stages - plants, animals, humans</b></p> <ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time;</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>Make observations and ask questions about living things.</li> </ul> | <p><b>Life stages - plants, animals, humans</b></p> <ul style="list-style-type: none"> <li>Retell a story and respond to questions about it.</li> <li>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>Talk about their own experience of growing up.</li> </ul> | <p><b>Where do babies come from?</b></p> <ul style="list-style-type: none"> <li>Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>Understand that every family is different.</li> </ul>                                                                                                                   | <p><b>Getting bigger</b></p> <ul style="list-style-type: none"> <li>Talk about how they have changed as they have grown.</li> <li>Explain the differences between babies, children, and adults.</li> <li>Understand that we are all unique.</li> </ul>                                                         | <p><b>Me and my body - girls and boys</b></p> <ul style="list-style-type: none"> <li>Name parts of the body (including reproductive parts) using the correct vocabulary. <ul style="list-style-type: none"> <li>Explain which parts of their body are kept private and safe and why.</li> <li>Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul> </li> </ul> |

## Year 1

| Term                                              | Week 1                                                                                                                                                                                                                               | Week 2                                                                                                                                                                                                                                                                      | Week 3                                                                                                                                                                                                                                                                                                                                                           | Week 4                                                                                                                                                                                                                                                                                     | Week 5                                                                                                                                                                                                                                   | Week 6                                                                                                                                                                                                                                                  |
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| <b>Autumn 1</b><br><b>Me and My Relationships</b> | <b>Why we have classroom rules</b><br>Understand that classroom rules help everyone to learn and be safe; <ul style="list-style-type: none"> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul> | <b>How are you listening?</b> <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel..</li> </ul> | <b>Thinking about feelings</b> <ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul>                                                              | <b>Our feelings</b> <ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>                                      | <b>Feelings and bodies</b> <ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul>                                     | <b>Good friends</b> <ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>                                                                                        |
| <b>Autumn 2</b><br><b>Valuing Difference</b>      | <b>Same or different?</b><br>Identify the differences and similarities between people;<br>Empathise with those who are different from them;<br>Begin to appreciate the positive aspects of these differences..                       | <b>Unkind, tease or bully?</b> <ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> </ul>                                                                  | <b>Harold's school rules</b> <ul style="list-style-type: none"> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>                                                                                                                                                                                               | <b>It's not fair!</b> <ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul>                                                                                            | <b>Who are our special people?</b> <ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul>          | <b>Our special people balloons</b> <ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> </ul> |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b>     | <b>Super sleep</b> <ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul>           | <b>Who can help? (1)</b> <ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> </ul>                                                       | <b>Good or bad touches?</b> <ul style="list-style-type: none"> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about</li> </ul> | <b>Sharing pictures</b> <ul style="list-style-type: none"> <li>Start thinking about how to stay safe online, including safety around sharing images;</li> <li>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul> | <b>What could Harold do?</b> <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul> | <b>Harold loses Geoffrey</b> <ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>                                                                                                           |

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|                                                       |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                  | who they trust and who they can ask for help.                                                                                                                                                                                                                        |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                  |
| <b>Spring 2</b><br><b>Rights and Responsibilities</b> | <b>Harold has a bad day</b> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>                                                                                             | <b>Around and about the school</b> <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> </ul>                                                                                                                              | <b>Taking care of something</b> <ul style="list-style-type: none"> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul> | <b>Harold's money</b> <ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> </ul>                         | <b>How should we look after our money?</b> <ul style="list-style-type: none"> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul> | <b>Basic first aid</b> <ul style="list-style-type: none"> <li>Understand the importance of basic first aid.</li> </ul>                                                                                                                                                           |
| <b>Summer 1</b><br><b>Being My Best</b>               | <b>I can eat a rainbow</b> <ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul> | <b>Eat well</b> <ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul> | <b>Harold's was up and brush up</b> <ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> </ul>                                                        | <b>Catch it! Bin it! Kill it!</b> <ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>        | <b>Harold learns to ride his bike</b> <ul style="list-style-type: none"> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>                                                                 | <b>Pass on the praise!</b> <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> |
| <b>Summer 2</b><br><b>Growing and Changing</b>        | <b>Healthy me</b><br>Understand that the body gets energy from food, water and air (oxygen);<br><br>Recognise that exercise and sleep are important parts of a healthy lifestyle.                                                                           | <b>Then and now</b> <ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>                                                                                                                            | <b>Taking care of a baby</b> <ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul>                                       | <b>Who can help? (2)</b> <ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <li>Give examples of what they can do if they experience or witness bullying;</li> </ul> | <b>Surprises and secrets</b> <ul style="list-style-type: none"> <li>Explain the difference between a secret and a nice surprise;</li> </ul> Identify situations as being secrets or surprises;<br><br>Identify who they can talk to if they feel                                                                                                                                   | <b>Keeping privates private</b> <ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk to about their private parts.</li> </ul>           |

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|  |  |  |  | <ul style="list-style-type: none"> <li>Say who they could get help from in a bullying situation.</li> </ul> | uncomfortable about any secret they are told, or told to keep. |  |
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| Year 2                                            |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |
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| Term                                              | Week 1                                                                                                                                                                                                                                                     | Week 2                                                                                                                                                                                                                                                                                                                           | Week 3                                                                                                                                                                                                                                                                                                                     | Week 4                                                                                                                                                                                                                                                                                                                       | Week 5                                                                                                                                                                                                                                                                                                                               | Week 6                                                                                                                                                                                                                                                                                                                                                          |
| <b>Autumn 1</b><br><b>Me and My Relationships</b> | <b>Our ideal classroom (1)</b> <ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>                                 | <b>How are you feeling today?</b> <ul style="list-style-type: none"> <li>Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings;               <ul style="list-style-type: none"> <li>Identify helpful ways of responding to other's feelings.</li> </ul> </li> </ul> | <b>Let's all be happy</b> <ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);               <ul style="list-style-type: none"> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> </li> </ul> | <b>Being a good friend</b> <ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>                                                                                                          | <b>Types of bullying</b> <ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul> | <b>Don't do that!</b> <ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul>                                                                                                                                                               |
| <b>Autumn 2</b><br><b>Valuing Difference</b>      | <b>What makes us who we are?</b> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul> | <b>My special people</b> <ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>                                                                                                                                          | <b>How do we make others feel?</b> <ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>                                                                                                                                                               | <b>When someone is feeling left out</b> <ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul> | <b>An act of kindness</b> <ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul>               | <b>Solve the problem</b> <ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul> |

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| <p><b>Spring 1</b></p> <p><b>Keeping Myself Safe</b></p>         | <p><b>Harold's picnic</b></p> <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul> | <p><b>How safe would you feel?</b></p> <ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul> | <p><b>What should Harold say?</b></p> <ul style="list-style-type: none"> <li>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul> | <p><b>I don't like that!</b></p> <ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> | <p><b>Fun or not?</b></p> <ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>  | <p><b>Should I tell?</b></p> <ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>                                                                                                                                                   |
| <p><b>Spring 2</b></p> <p><b>Rights and Responsibilities</b></p> | <p><b>Getting on with others</b></p> <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>                                                                                                                                                                                                 | <p><b>When I feel like erupting</b></p> <ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>                                                                                  | <p><b>Feeling safe</b></p> <ul style="list-style-type: none"> <li>Identify special people in the school and community who can keep them safe;</li> <li>Know how to ask for help.</li> </ul>                                             | <p><b>Playing games</b></p> <ul style="list-style-type: none"> <li>Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>                                                                                   | <p><b>Harold saves for something special</b></p> <ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul> | <p><b>How can we look after our environment?</b></p> <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul> |

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| <p><b>Summer 1</b><br/><b>Being My Best</b></p>        | <p><b>You can do it!</b></p> <ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul> | <p><b>My day</b></p> <ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul> | <p><b>Harold's postcard - helping us to keep clean and healthy</b></p> <ul style="list-style-type: none"> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> </ul> | <p><b>Harold's bathroom</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> </ul>                                                                                                                                             | <p><b>What does my body do?</b></p> <ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>                            | <p><b>My body needs...</b></p> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health.</li> </ul>                                                                                                                                                                                         |
| <p><b>Summer 2</b><br/><b>Growing and Changing</b></p> | <p><b>A helping hand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others..</li> </ul>                                                                                                                                                                                                                                                                                          | <p><b>Sam moves house</b></p> <ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>                                                                                                                                                                                                                                  | <p><b>Haven't you grown?</b></p> <ul style="list-style-type: none"> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> </ul>                           | <p><b>My body, your body</b></p> <ul style="list-style-type: none"> <li>• Identify which parts of our body are private;</li> <li>• Explain that our genitals help us make babies when we are older;</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul> | <p><b>Respecting privacy</b></p> <ul style="list-style-type: none"> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul> | <p><b>Some secrets should never be kept</b></p> <ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul> |

| Year 3                                                |                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                         |                                                                                                                                                                   |                                                                                                                                                               |                                                                                                                                                 |
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| Term                                                  | Week 1                                                                                                                      | Week 2                                                                                                                                                                                                  | Week 3                                                                                                                                                  | Week 4                                                                                                                                                            | Week 5                                                                                                                                                        | Week 6                                                                                                                                          |
| <b>Autumn 1</b><br><b>Me and My Relationships</b>     | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To understand why we have rules.</li> </ul>           | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To know who I have special relationships with.</li> </ul>                                                                         | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To resolve conflict.</li> </ul>                                                   | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To recognise when pressure from others may make me feel uncomfortable or unsafe.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To express opinions and respect those of others.</li> </ul>                             | <b>Me and My Relationships</b>                                                                                                                  |
| <b>Autumn 2</b><br><b>Valuing Difference</b>          | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To explore what is meant by different.</li> </ul>          | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To discuss why differences are precious.</li> </ul>                                                                                    | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To understand there are many different types of family.</li> </ul>                     | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To know what it means to belong to a community.</li> </ul>                                       | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To show respect to others.</li> </ul>                                                        | <i>Life Education Visit</i>                                                                                                                     |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b>         | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand what is meant by safe and unsafe</li> </ul> | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand what is meant by danger and risk.</li> </ul>                                                                            | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand that some situations contain risk.</li> </ul>                           | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand some effects of cigarettes and alcohol</li> </ul>                                 | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand how to browse the internet safely</li> </ul>                                  | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To know how to stay safe online.</li> </ul>                                   |
| <b>Spring 2</b><br><b>Rights and Responsibilities</b> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand what a volunteer is.</li> </ul>     | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To identify people who keep us safe.</li> </ul>                                                                               | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand the difference between fact and fiction.</li> </ul>             | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand some ways to help the environment.</li> </ul>                             | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand that sometimes we spend money and sometimes we save money.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand that people earn money from doing their job.</li> </ul> |
| <b>Summer 1</b><br><b>Being My Best</b>               | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand what a balanced diet is.</li> </ul>               | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand how some illnesses can spread and how simple hygiene routines can help prevent the spread of infectious illnesses.</li> </ul> | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To show an understanding of health and wellbeing issues that are relevant to me.</li> </ul> | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To identify my achievements and areas of development.</li> </ul>                                      | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To name major internal organs.</li> </ul>                                                         | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand what talents and skills are.</li> </ul>                               |

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| <b>Summer 2</b><br><br><b>Growing and Changing</b> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify different types of relationships.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand what is meant by the term personal or body space.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To know what the words secret and surprise mean.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand what to do in an unexpected situation.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand why First Aid is important.</li> </ul> | <b>Growing and Changing</b><br><br><b>Big Finish</b> |
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| Year 4                                            |                                                                                                                             |                                                                                                                                               |                                                                                                                                              |                                                                                                                                                 |                                                                                                                        |                                                                                                                                     |
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| Term                                              | Week 1                                                                                                                      | Week 2                                                                                                                                        | Week 3                                                                                                                                       | Week 4                                                                                                                                          | Week 5                                                                                                                 | Week 6                                                                                                                              |
| <b>Autumn 1</b><br><b>Me and My Relationships</b> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To describe good and not so good feelings.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To explain what we mean by a positive, healthy relationship.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To recognise and describe appropriate assertive strategies.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To demonstrate strategies for working on a collaborative task.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To identify a wide range of feelings.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>To demonstrate that feelings might change towards.</li> </ul> |

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| <b>Autumn 2</b><br><br><b>Valuing Difference</b>      | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To define the terms 'negotiation' and 'compromise'.</li> </ul>                                                       | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To understand what is meant by 'personal body space.'</li> </ul>                     | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To recognise that they have different types of relationships.</li> </ul> | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To understand that people are different.</li> </ul>     | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To recognise some of the ways in which people are different to each other.</li> </ul>        | <b>Valuing Difference</b> <ul style="list-style-type: none"> <li>To understand and identify stereotypes.</li> </ul>                                                                   |
| <b>Spring 1</b><br><br><b>Keeping Myself Safe</b>     | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To define the terms 'danger', 'risk' and 'hazard'.</li> </ul>                                                       | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To identify images that are safe/unsafe to share online.</li> </ul>                 | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To define what is meant by the word 'dare'.</li> </ul>                  | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand that medicines are drugs.</li> </ul>     | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To understand some of the key risks and effects of smoking and drinking alcohol.</li> </ul> | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To describe stages of identifying and managing risk,</li> </ul>                                                     |
| <b>Spring 2</b><br><b>Rights and Responsibilities</b> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explain how different people in the school and local community help us stay healthy and safe.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand that humans have rights and also responsibilities.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand the reason we have rules.</li> </ul>              | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand what influence means.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explain the role of the bystander.</li> </ul>                                    | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To understand some of the ways that national and international environmental organisations work.</li> </ul> |

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| <b>Summer 1</b><br><b>Being My Best</b>        | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To identify ways in which everyone is unique.</li> </ul>                                    | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand make choices and others make choices for us.</li> </ul> | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand what keeps my body healthy.</li> </ul>                                                                | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand the ways in which they can contribute to the care of the environment.</li> </ul> | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To know what 'community' means.</li> </ul>                     | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand the concepts of basic first-aid.</li> </ul> |
| <b>Summer 2</b><br><b>Growing and Changing</b> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To describe some of the changes that happen to people during their lives.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To name some positive and negative feelings.</li> </ul>        | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify parts of the body that males and females have in common and those that are different.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To know the key facts of the menstrual cycle.</li> </ul>                                | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To define the terms 'secret' and 'surprise'.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand what marriage means.</li> </ul>      |

| <b>Year 5</b>                                     |                                                                                                                                                                                |                                                                                                                      |                                                                                                                                             |                                                                                                                                                              |                                                                                                                                                 |                                                                                                                                    |
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| <b>Term</b>                                       | <b>Week 1</b>                                                                                                                                                                  | <b>Week 2</b>                                                                                                        | <b>Week 3</b>                                                                                                                               | <b>Week 4</b>                                                                                                                                                | <b>Week 5</b>                                                                                                                                   | <b>Week 6</b>                                                                                                                      |
| <b>Autumn 1</b><br><b>Me and My Relationships</b> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To recognise basic emotional needs and understand that they change according to circumstance.</li> </ul> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To work collaboratively with peers.</li> </ul> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To identify what makes a good friendship and relationship.</li> </ul> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To identify characteristics of passive, aggressive and assertive behaviour.</li> </ul> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To know what is meant by the terms negotiation and compromise.</li> </ul> | <b>Me and My relationships</b> <ul style="list-style-type: none"> <li>To identify responsible and respectful behaviour.</li> </ul> |

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| <b>Autumn 2</b><br><b>Valuing Difference</b>  | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To explore the benefits of living in a diverse society.</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To explore how discriminatory behaviour can be challenged.</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To identify the consequences of positive and negative behaviour on themselves and others.</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To demonstrate respectfulness in responding to others.</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To explore the qualities of friendship.</li> </ul> | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>To explore the impact of online sites.</li> </ul>           |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b> | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore what a habit is.</li> </ul>                             | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore risky situations.</li> </ul>                               | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore face to face and online bullying.</li> </ul>                                              | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore what is meant by a dare.</li> </ul>                    | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore the effects of risk taking.</li> </ul>  | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>To explore addictions such as drugs and smoking.</li> </ul> |

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| <b>Spring 2</b><br><br><b>Rights and Responsibilities</b> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explore people's rights, responsibilities and duties.</li> </ul>         | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To know what it means to volunteer.</li> </ul>                                                                         | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To know the terms loan, credit, debt and interest.</li> </ul>                                                     | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explore the difference between facts and opinions.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explore the role of the council.</li> </ul>                      | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>To explore the cost of items.</li> </ul>                          |
| <b>Summer 1</b><br><b>Being My Best</b>                   | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To identify people who are responsible for helping them stay healthy and safe.</li> </ul> | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To know how to keep my body healthy.</li> </ul>                                                                                      | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To explore the four systems.</li> </ul>                                                                                         | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To explore my own strengths and talents.</li> </ul>                            | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To explore what it means to have 'star' quality.</li> </ul>                       | <b>Being My Best</b> <ul style="list-style-type: none"> <li>To understand the importance of being part of a community.</li> </ul>           |
| <b>Summer 2</b><br><b>Growing and Changing</b>            | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To discuss who can be trusted.</li> </ul>                                          | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To know the correct words for the external sexual organs and to discuss some of the myths associated with puberty.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify some products that they may need during puberty and know what menstruation is and why it happens.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To understand how our bodies feel.</li> </ul>                           | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify the difference between a safe and an unsafe secret.</li> </ul> | <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To discuss what is bullying and how this can take many forms.</li> </ul> |

## Year 6

| Term                                                  | Week 1                                                                                                                                               | Week 2                                                                                                                                              | Week 3                                                                                                                                         | Week 4                                                                                                                                                       | Week 5                                                                                                                                                          | Week 6                                                                                                                                                               |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn 1</b><br><br><b>Me and My Relationships</b> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> </ul>                     | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'negotiation' and 'compromise'.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise some of the challenges that arise from friendships.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise and empathise with patterns of behaviour in peer- group dynamics.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Describe the consequences of reacting to others in a positive or negative way.</li> </ul> | <b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings.</li> </ul> |
| <b>Autumn 2</b><br><b>Valuing Difference</b>          | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Recognise what bullying and discriminatory behaviour are.</li> </ul>               | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Know that all people are unique.</li> </ul>                                       | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others.</li> </ul>                    | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Understand and explain the term prejudice.</li> </ul>                                      | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> </ul>                       | <b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> </ul>                                            |
| <b>Spring 1</b><br><b>Keeping Myself Safe</b>         | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary online.</li> </ul>   | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Know what is meant by addiction.</li> </ul>                                       | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Explain how drugs can be categorised into different groups.</li> </ul>       | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> </ul>                         | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol.</li> </ul>                               | <b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand that all humans have basic emotional needs.</li> </ul>                                  |
| <b>Spring 2</b><br><b>Rights and Responsibilities</b> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Know what the terms 'fact', 'opinion', 'biased' and 'unbiased'.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Understand the legal age for having a social media account.</li> </ul>    | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain some benefits of saving money.</li> </ul>                    | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Recognise and explain that different jobs have different levels of pay.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain what is meant by voluntary, community and pressure (action) group.</li> </ul> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain what is meant by living in an environmentally sustainable way.</li> </ul>          |
| <b>Summer 1</b><br><b>Being My Best</b>               | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are.</li> </ul>                                  | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> </ul>                                                 | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Research and present health and wellbeing issues.</li> </ul>                       | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation;</li> </ul>                                           | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Recognise what risk is;</li> </ul>                                                                  | <b>Being My Best</b> <ul style="list-style-type: none"> <li>Understand what to do if someone needs basic first aid.</li> </ul>                                       |

## Summer 2

### Growing and Changing

#### Growing and Changing

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

#### Growing and Changing

- Recognise how the media can sometimes reinforce gender stereotypes;

#### Growing and Changing

- Understand the risks of sharing images online and how these are hard to control, once shared

#### Growing and Changing

- Recognise some of the changes they have experienced and their emotional responses to those changes.

#### Growing and Changing

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it

#### Growing and Changing

- Explain the difference between a safe and an unsafe secret.