



The Ribblesdale Federation of Schools

PSHEe Curriculum Handbook

Cycle A and B

(Updated for 2023 -2024 Curriculum)

Year Groups	Year A					
Term	1	2	3	4	5	6
Reception	Self-Regulation – My Feelings	Building Relationships: Special relationships	Managing Myself: Taking on Challenges	Self-Regulation: Listening and managing feelings	Building Relationships: My family and Friends	Managing self: My wellbeing

Year Groups	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
Year 1 and 2	Y1/: Family and relationships (Cycle A) (8)	Y1/2: Health and wellbeing (Cycle A) (8)	Y1/2: Citizenship (Cycle A)	Yr 1/2 Economic Wellbeing (Cycle A) 5 weeks	Yr1/2 Safety and the changing body (Cycle A) (9 weeks)	Yr1/2 Safety and the changing body (Cycle A) Continued	Y1/2: Family and relationships (Cycle B) (8)	Y1/2: Health and wellbeing (Cycle B) (8)	Y1/2: Citizenship (Cycle B) 5 weeks	Yr 1/2 Economic Wellbeing (Cycle B) 5 weeks	Safety and the changing body (Cycle B) (9 weeks)	Safety and the changing body (Cycle B) (9 weeks)
Year 3 and 4	Y3/4: Family and relationships (Cycle A) (8)	Y3/4: Health and wellbeing (Cycle A) (8)	Y3/4: Citizenship (Cycle A)	Yr 3/4 Economic Wellbeing (Cycle A) 5 weeks	Yr 3/4 Safety and the changing body (cycle A) (9 weeks)	Yr3/4 Safety and the changing body (Cycle A) Continued	Y1/2: Family and relationships (Cycle B) (8)	Y1/2: Health and wellbeing (Cycle B) (8)	Y1/2: Citizenship (Cycle B) 5 weeks	Yr 1/2 Economic Wellbeing (Cycle B) 5 weeks	Safety and the changing body (cycle B) (9 weeks)	Safety and the changing body (cycle B) (9 weeks)
Year 5 and 6	Y5/6 : Family and relationships (Cycle A) (8)	Y5/6 : Health and wellbeing (Cycle A) (8)	Y5/6: Citizenship (Cycle A)	Yr 5/6: Economic Wellbeing (Cycle A) 5 weeks	Yr5/6 Safety and the changing body (cycle 3) (9 weeks)	Yr5/6 Safety and the changing body Continued	Y5/6 : Family and relationships (Cycle B) (8)	Y5/6 : Health and wellbeing (Cycle B) (8)	Y5/6: Citizenship (Cycle B) 5 weeks	Yr 5/6: Economic Wellbeing (Cycle B) 5 weeks	Yr5/6 Safety and the changing body (Cycle B) (9 weeks)	Yr5/6 Safety and the changing body Continued

PSHEe And RSE

Intent

Through our PSHEe curriculum the intent is to deliver learning which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We want our children to develop knowledge and understanding of the world around them to equip them to become healthy, independent and responsible members of society and actively involved in their communities throughout their lives. They will have the confidence to tackle many of the moral, social and cultural issues that are part of growing up. To achieve this, we offer children opportunities which allow them to:

- develop and deepen their' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- understand equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, so that they celebrate the unique qualities of individuals
- build confidence, resilience and knowledge so that they can keep themselves mentally healthy
- understand and recognise online and offline risks to their well-being - for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism - and give them the knowledge and skills to keep safe

- develop an understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- recognise the dangers of inappropriate use of mobile technology and social media
- develop age-appropriate understanding of healthy relationships through appropriate relationship and sex education

The curriculum goes beyond Personal, Social, Health and Economic Education to include resilience, mental health, emotional literacy, social skills, British values and SMSC (Spiritual, Moral, Social and Cultural development), as well as Relationship and Sex education.

Spiritual, moral, social and cultural

PSHE will support children to be reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others. It will support them in understanding right from wrong and applying this in their daily lives. Children will develop their social skills and confidence in a range of situations and will be willing to participate in a range of things. PSHE will also support children's understanding and appreciation of different cultures within school and Britain.

British values

British values: democracy, rule of law, respect, individual liberty and tolerance are also included within PSHE lessons and assemblies.

The knowledge and values from PSHE are regularly referred to within all aspects of the school day.

Contextual Safeguarding

A great deal of our work is aimed at developing our children's understanding of contextual safeguarding. This is about keeping children and young people safe - physically, emotionally and mentally - from significant dangers they may experience beyond their families. Some extra-familial relationships can be potentially harmful, such as those formed at school, in local neighbourhoods and online. By developing their understanding of contextual safeguarding, we aim to protect our children as much as possible by working together with relevant people and organisations in our local community. Working as a team with others in our community provides the best opportunity to keep our pupils safe. This collaborative approach to safeguarding also ensures that effective action can be taken quickly when an area of risk is identified.

At the heart of contextual safeguarding is an understanding that as young people grow, they are affected by many different people and environments outside their home environment, some of which can be potentially harmful. These situations can present risks, which contextual safeguarding aims to better understand in order to address potential dangers and keep our children safe. Experiences that young people have with other people outside their home or online can affect their behaviour in other areas of their lives and their mental health.

We develop our children's understanding of this contextual safeguarding in a variety of key areas identified through discussion with our children and through our knowledge of our local area. These include: county lines, keeping safe on the farm, keeping safe on the water and railways.

Pupils with SEND

To support pupils with SEND to access a full PSHEe curriculum, we use a range of approaches which include, but are not limited to: pre-teaching vocabulary; concept cartoons; social stories; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative methods of recording responses, and; targeted questioning.

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in PSHE.

Implementation

We follow a personalised programme of study based upon guidance from the PSHE Association to deliver our lessons. This is a planned and mapped out programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives - now and in the future. The PSHEe curriculum, taught weekly in discreet lessons, is also reflected in the whole school curriculum and shared values, and is embedded in day-to-day life and lessons. Collective worships are used to reinforce and develop our school values, promoting pupils' SMSC development, and fundamental British Values. In school children's voices are heard through pupil surveys and school council.

The curriculum is split into strands that continue as a spiralling curriculum:

- Relationships
 - Families and Friends
 - Safe Relationships
 - Respecting Ourselves and Others
- Living in the Wider World
 - Belonging to a Community
 - Media Literacy and Digital Resilience
 - Money and Work
- Health and Wellbeing
 - Physical Health and Mental Wellbeing
 - Growing and Changing
 - Keeping Safe

In PSHE lessons, it is important to establish a safe and supportive environment. Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lessons. Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils. The teacher is aware of vulnerable pupils and enables them to safely participate.

In line with parental consultation, we have agreed to teach Relationships and Sex Education that goes beyond the statutory requirements. We use resources from the PSHE Association and *Growing Up with Yasmine and Tom* to deliver RSE, carefully planned to meet the needs and requirements of the children in the Ribblesdale Federation of Schools.

The PSHEe scheme has been carefully mapped out onto a rolling programme, to support our mixed age classes.

[Impact](#)

All children understand the importance of PSHEe, RE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through pupil voice and monitoring by the curriculum leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHEe programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time they leave our school, PSHEe enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

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PSHE/RSE and Keeping Children Safe in Education 2023

Opportunities to teach safeguarding

130. In schools, relevant topics will be included within Relationships and Health Education.

131. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school approach that prepares pupils for and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's Behaviour Policy, as well as by a planned programme of RSHE delivered in regularly timetables lessons} and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). The RSE programme will tackle, at an age appropriate stage, issues such as:

Healthy and respectful relationships

Boundaries and consent

Stereotyping, prejudice and equality

Body confidence

How to recognise and abusive relationship, including coercive and controlling behaviour

The concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour-based' violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support, and
 What constitutes sexual harassment and sexual violence and why these are always unacceptable.

132. The Department for Education has produced a one stop hub for teachers which can be accessed on Teaching about relationships sex and health (Gov.uk)

We will use the above resources to ensure that all staff are fully trained to deliver safeguarding aspects of the PSHE and RSE curriculum.

SEND Adaptions for RSE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision

<p>The ability to explain a concept/provide reasoning to explain a thought or opinion.</p>	<p>Use stem sentences to provide subject specific language in a particular format - this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices such as star breathing/mindfulness colouring.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p>	<p>Use stem sentences to provide subject specific language in a particular format - this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p>
<p>Understanding of subject specific vocabulary.</p>	<p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'sex' or 'period.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a RSE/PATHS context.</p>	<p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review - Translate - Translate Document). This will fully translate the document and open in a new window.</p>
<p>Putting abstract theory into practice. E.g. learning about the importance of personal space.</p>	<p>RSE/PATHS is most effective when informal opportunities to embed learning in RSE/PATHS lessons are identified by staff. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries and how it feels if somebody transgresses a personal boundary.</p>	<p>Some children might not understand what is/isn't appropriate to share with the rest of the class</p>	<p>Dependent on what is being discussed, ask pupils to write down on a post-it note/draw/record on an iPad what they want to say before they say it aloud to the rest of the class. T and LSA to review appropriateness to ensure that SEND pupil do not 'over-share' personal details about themselves or their family during PATHS/RSE lessons.</p>

<p>Some pupils with SEND might not have RSE/PATHS learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.</p>	<p>Overlearn key concepts with SEND pupils by following up main class teaching with 1:1/small group sessions. For example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using enlarged teeth/how to properly wash your body using a doll and baby bath.</p>	<p>when discussing specific topics in RSE/PATHS.</p>	
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SEND Adaptions for RSE			
Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision

<p>Physical difficulties accessing specific environments during RSE trips/activities.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p>	<p>The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.</p>	<p>Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios. E.g. to explain to a pupil that 'hitting back' is not acceptable.</p>
<p>Children with a visual impairment may find it difficult to view text/images/concrete resources.</p>	<p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.</p>	<p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p>
<p>Uncomfortable feelings that arise due to context of RSE/PATHS lessons could result in some</p>	<p>Teachers to consider which children may be in need of a sensory break part way through an RSE/PATHS lesson. Children may access the calm</p>	<p>Distress caused by the topic being discussed in RSE/PATHS.</p>	<p>Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not appropriate as a whole class lesson for pupils who have experienced sexual abuse.</p>

<p>children feeling overwhelmed.</p>	<p>sensory room or may be taken on a directed sensory break by an LSA to ensure that PATHS/RSE lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.</p>		
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British

Values

British Values and Safeguarding

As part of the government's PREVENT agenda, schools need to actively promote British Values.

More recently, the government has reinforced the need to 'create and enforce a clear and rigorous expectation to promote fundamental British Values' within education, as part of their strategy to overcome radicalisation.

Democracy	
Rule of Law	
Individual Liberty	
Mutual Respect	
Tolerance of those of different faiths and beliefs	

Personal, Social, Health
and Economic Education
(PSHE)
Objectives

The PSHE Curriculum is divided into three core themes;

Core them 1: Health and wellbeing

Core theme 2: Relationships

Core theme 3: Living in the wider world

EYFS

Long Term Plans

Self-Regulation: My
Feelings

Building Relationships:
Special relationships

Managing Myself:
Taking on Challenges

Self-Regulation:
Listening and managing
feelings

Building Relationships:
My family and Friends

Managing self: My
wellbeing

Health & Wellbeing
Key Stage 1
Learning
Objectives

Key Stage 1

Health and Wellbeing KS1

Families and Close Positive Relationships

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

Health and Wellbeing KS1

Mental Health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Health and Wellbeing

KS1

Ourselves - Growing and Changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

Health and Wellbeing

KS1

Keeping Safe

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

Health and Wellbeing

KS1

Drugs, Alcohol and Tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Relationships

Key Stage 1

Learning

Objectives

Relationships

Key Stage 1

Families and Close Positive Relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Relationships

KS1

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

Relationships

KS1

Managing Hurtful Behaviour and Bullying

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

Relationships

KS1

Safe Relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not
R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

Relationships

KS1

Respecting Self and Others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

Living in the Wider World

Key Stage 1

Learning Objectives

Living in The Wider World

Key Stage One

Shared Responsibilities

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

Living in the Wider World

Key Stage One

Communities

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

Living in the Wider World Key Stage One

Media Literacy and Digital Resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

Living in the Wider World Key Stage One

Economic Wellbeing - Money

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

Living in the Wider World Key Stage One

Economic Wellbeing - Aspirations and Career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Health & Wellbeing
Key Stage 2
Learning Objectives

Health and Wellbeing

Key Stage Two

Healthy Lifestyles (Physical Wellbeing)

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

Health and Wellbeing

Key Stage Two

Healthy Lifestyles (Physical Wellbeing)

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Health and Wellbeing

Key Stage Two

Mental Health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Health and Wellbeing

Key Stage Two

Ourselves - Growing and Changing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Health and Wellbeing

Key Stage Two

Ourselves - Growing and Changing

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages.

Health and Wellbeing

Key Stage Two

Ourselves - Growing and Changing

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages.

Health and Wellbeing - Key Stage Two

Keeping Safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries.

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Health and Wellbeing - Key Stage Two

Drugs, Alcohol and Tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships

Key Stage 1

Learning

Objectives

Relationships - Key Stage Two

Families and Close Positive Relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Relationships - Key Stage Two

Families and Close Positive Relationships

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Relationships - Key Stage Two

Friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Relationships - Key Stage Two

Managing Hurtful Behaviour and Bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

Relationships - Key Stage Two

Safe Relationships

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Relationships - Key Stage Two

Respecting Self and Others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World

Key Stage 2

Learning Objectives

Living in the Wider World

Key Stage Two

Shared Responsibility

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Living in the Wider World

Key Stage Two

Communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Living in the Wider World

Key Stage Two

Media Literacy and Digital Resilience

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Living in the Wider World

Key Stage Two

Economic Wellbeing - Money

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

Living in the Wider World

Key Stage Two

Economic Wellbeing - Aspirations, Work and Career

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Relationships, Sex and Health Education

We believe that the teaching of Relationships Education, Relationships and Sex Education (RSHE) and Health Education represents an opportunity to enable and equip our pupils to make informed decisions about their wellbeing, health and relationships. It will give them the knowledge and skills to make sound decisions when facing risks, challenges and complex contexts. We know that everyone faces difficult situations in their lives. The teaching of these subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Today's children are growing up in an increasingly complex world and live their lives seamlessly on and offline. We acknowledge that this presents many positive and exciting opportunities, but also challenges and risks. We firmly believe that young people need to know how to be safe and healthy, and how to manage their lives in a positive way online and in real life. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will be complemented by the development of personal attributes including **Love**....., in line with our Christian Values.

Teaching about mental wellbeing is central to this teaching. We aim to give children the knowledge and capability to take care of themselves and receive support if problems arise. We aim to help to foster pupil wellbeing and to develop resilience. These life skills are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This subject area represents a huge opportunity to help our children to develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help our children to become successful and happy adults who make a meaningful contribution to society.

The following pages show the statutory guidance for Relationships, Sex and Health Education.

Relationships and Health Education Statutory Objectives

Relationships Education, Relationships and Sex Education (RHSE) and Health Education is divided into 13 sections.

- Families and People Who Care for Me
 - Caring Friendships
 - Respectful Relationships
 - Online Relationships
 - Being Safe
 - Internet Safety and Harms
 - Health and Prevention
- The Changing Adolescent Body
 - Physical Health and Fitness
 - Basic First Aid
 - Drugs, Alcohol and Tobacco
 - Mental Wellbeing
 - Healthy Eating

Online Relationships

Know that people sometimes behave differently online, including by pretending to someone they are not.

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

Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Know how information and data is shared and used online.

Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.

Being Safe

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

Know about the concept of privacy and the implications of it for both children and adults; including it is not always right to keep secrets if they relate to being safe.

Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.

Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Know how to recognise and report feelings of being unsafe or feeling bad about any adult.

Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

Know how to report concerns or abuse, and the vocabulary and the confidence to do so .

Know where to get advice e.g. school and/or other sources.

Respectful Relationships

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

Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

Know the conventions of courtesy and manners.

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

Know that in school and in wider society they can expect to be treated with respect by others, including those in a position of authority.

Know about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

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

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

Caring Friendships

Know how important friendships are in making us feel happy and secure, and how people choose and make friends.

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

Know that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Know that most friendships have ups and downs, and these can often be worked through so that the friendship is repaired even strengthened, and that resorting to violence is never right.

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

Families and People Who Care for Me

Know that families are important for children growing up because they can give love, security and stability.

Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Know that other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care.

Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Know that marriage* represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.

*(*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

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

Healthy Eating

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Know the principles of planning and preparing a range of healthy meals.

Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Mental Wellbeing

Know mental wellbeing is a normal part of daily life, in the same way as physical health.

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

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

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

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

Know simple self-care techniques, including the importance of rest, time with friends and family and the benefits of hobbies and interests.

Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Know where and how to seek support (including recognizing the triggers for seeking support).

Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Drugs, Alcohol and Tobacco

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

Teaching Basic First Aid

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Know how to make a clear and efficient call to emergency services if necessary.

Physical Health and Fitness

Know the characteristics and mental and physical benefits of an active lifestyle.

Know importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

Know the risks associated with an inactive lifestyle, including obesity.

Know how and when to seek support including which adults to speak to in school if they are worried about their health.

The Changing Adolescent Body

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

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Health & Prevention

Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Know the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.

Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.

Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Know the facts and science relating to allergies, immunization and vaccination.

PSHE Planning based on the Kapow Long Term Plan

EYFS

Autumn 1	Spring 1	Summer 1
<p><u>Self-regulation: My feelings</u></p> <p>Lesson 1: Identifying my feelings</p>	<p><u>Managing self: Taking on challenges</u></p> <p>Lesson 1: Why do we have rules?</p>	<p><u>Building relationships: My family and friends</u></p> <p>(Lesson 1: Festivals</p>
<p>Lesson 2: Feelings jars</p>	<p>Lesson 2: Building towers</p>	<p>Lesson 2: Sharing</p>
<p>Lesson 3: Coping strategies</p>	<p>Lesson 3: Team den building</p>	<p>Lesson 3: What makes a good friend?</p>
<p>Lesson 4: Describing feelings</p>	<p>Lesson 4: Grounding</p>	<p>Lesson 4: Being a good friend</p>
<p>Lesson 5: Facial expressions</p>	<p>Lesson 5: Team races</p>	<p>Lesson 5: Teamwork</p>
<p>Lesson 6: Creating a calm corner</p>	<p>Lesson 6: Circus skills</p>	<p>Lesson 6: Celebrating friendships</p>
Autumn 2	Spring 2	Summer 2

<u>Building relationships: Special relationships</u>	<u>Self-regulation: Listening and following instructions</u>	<u>Managing self: My wellbeing</u>
Lesson 1: My family	Lesson 1: Simon says	Lesson 1: What is exercise?
Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Years 1 and 2

Families and relationships		Health and wellbeing	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
Friendships*	Friendships*	What am I like?	Developing a growth mindset
Families are all different	Other people's feelings	Ready for bed?	Being active
Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
Getting along with others*	Friendship problems*	Sun safety	Healthy diet

Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
Gender stereotypes*	Change and loss	People who help us stay healthy	

Safety and the changing body		Citizenship	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Communicating with adults*	Communicating with adults*	Rules*	Rules*
People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
Road safety*	Safety at home	Belonging	Caring for others: Animals
Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
The difference between secrets and surprises	The internet	Our local environment	School council
Appropriate contact*	Appropriate contact*		Giving my opinion

My private parts are private*	My private parts are private*		
Personal boundaries*	Personal boundaries*		

Economic Wellbeing	
<u>Cycle A</u>	<u>Cycle B</u>
Money*	Money*
Needs and wants*	Needs and wants*
Looking after money	Saving and spending
Banks and building societies*	Banks and building societies*
Jobs*	Jobs*

Year 3 and 4 Planning

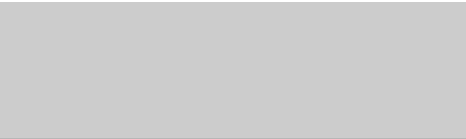
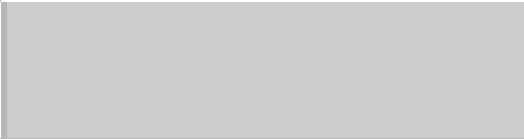
Families and relationships		Health and wellbeing	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*

Respecting differences*	Respect and manners	My happiness	Mental health
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Safety and the changing body		Citizenship	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
Privacy and secrecy	Tobacco	Rules	Diverse communities
First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
Choices and influences*	Choices and influences*	Human rights	Charity
Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		

**Year 3: Road safety Year
4: Growing up**

**Year 3: Road safety Year
4: Growing up**



Economic Wellbeing

Cycle A

Spending choices*

Budgeting*

Money and emotions *

Jobs and careers*

Gender and careers

Cycle B

Spending choices*

Budgeting*

Money and emotions *

Jobs and careers*

Jobs for me

Economic Wellbeing	
<u>Cycle A</u>	<u>Cycle B</u>
Spending choices*	Spending choices*
Budgeting*	Budgeting*
Money and emotions *	Money and emotions *
Jobs and careers*	Jobs and careers*
Gender and careers	Jobs for me

Years 5 and 6 Planning

Families and relationships		Health and wellbeing	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
Respect*	Respect*	Embracing failure	Taking responsibility for my health
Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
Bullying	Stereotyping	Healthy meals	Immunisation

Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
Challenging stereotypes	Change and loss		Good and bad habits

Safety and the changing body		Citizenship	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
Online friendships	Critical digital consumers	Breaking the law	Pressure groups
Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: <u>Menstruation</u> Year 6: <u>Conception</u>	Parliament and national democracy*	Parliament and national democracy*

Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation Year 6: <u>Conception</u>	Parliament and national democracy*	Parliament and national democracy*
Year 5: Menstruation Year 6: <u>Conception</u>	Year 5: Emotional changes in puberty Year 6: <u>Pregnancy and birth</u>		
Year 5: Emotional changes in puberty Year 6: <u>Pregnancy and birth</u>			

Economic wellbeing

Cycle A

Borrowing

Income and expenditure

Prioritising spending

Risks with money

Careers*

Cycle B

Attitudes to money

Keeping money safe

Stereotypes in the workplace

Gambling

Careers*

Identity

Cycle A

Year 6: What is identity?

Year 6: Identity and body image

Cycle B

Year 6: What is identity?

Year 6: Identity and body image

