

## The Craylands School S.T.A.R. KS1 Long term subject: PSHE

Health	Relationships	Living in the wider world
<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p>	<p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>L9.</b> that not all information seen online is true</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p> <p><b>L14.</b> that everyone has different strengths</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p>

<p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> 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</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> <p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to</p>	<p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> 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</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>
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<p>minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32.</b> 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</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H34.</b> 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</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>		
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<b>Year 1 Term 1</b>	<b>What is the same and different about us?</b>	
Link to prior learning		PoS refs: H21, H22, H23, H25, R13, R23, L6, L14
Learning objectives	Context	
To know what they like and dislike To say what they are good at	What are your likes and dislikes? Tell me something you are good at.	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> </ul>
To identify their own strengths	What would you consider are your strengths?	<ul style="list-style-type: none"> <li>• what makes them special and how everyone has different strengths</li> </ul>
To identify what makes them unique	What makes you different from everyone else?	<ul style="list-style-type: none"> <li>• how their personal features or qualities are unique to them</li> </ul>
To discuss similarities and differences between each other	How are you like others and different from them?	<ul style="list-style-type: none"> <li>• how they are similar or different to others, and what they have in common</li> </ul>
<b>Year 1 Term 2</b>	<b>Who is special to us?</b>	
Link to prior learning		PoS refs: L4, R1, R2, R3, R4, R5
Learning objectives	Context	
To understand that we belong to many types of families	Do we only have 1 family?	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> </ul>
To identify who is in our family and how they care us	Who is in our family?	<ul style="list-style-type: none"> <li>• about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for</li> </ul>

To understand that families are different	Are all families the same as each other?	<ul style="list-style-type: none"> <li>• how families are all different but share common features – what is the same and different about them</li> </ul>
To consider what families do	What do you do with your family?	<ul style="list-style-type: none"> <li>• about different features of family life, including what families do/ enjoy together</li> </ul>
To know what to do if you are worried about your family	What should you do if someone in your family upsets you or makes you worried?	<ul style="list-style-type: none"> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>
<b>Year 1 Term 3</b>	<b>What helps us stay healthy?</b>	
Link to prior learning		PoS refs: H1, H5, H6, H7, H10, H39
Learning objectives	Context	
To understand what being healthy means and who can help us with this	<p>What does being healthy mean? Who can help keep us healthy?</p>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> </ul>
To understand that some medicines can help us	What do medicines do?	<ul style="list-style-type: none"> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul>
To understand how to stop germs from spreading	How can we stop germs from spreading?	<ul style="list-style-type: none"> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> </ul>

To know how to look after our bodies	What do we do every day to look after our bodies?	<ul style="list-style-type: none"> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>
<b>Year 1 Term 4</b>	What can we do with money?	
Link to prior learning		PoS refs: L10, L11, L12, L13
Learning objectives	Context	
To know what money is	What is money? What do we do with it?	what money is - that money comes in different forms
To know how people get money	How do people get money?	<ul style="list-style-type: none"> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> </ul>
To know what people choose to do with money	What do people do with money?	<ul style="list-style-type: none"> <li>how people make choices about what to do with money, including spending and saving</li> </ul> <p>how to keep money safe and the different ways of doing this</p>
To understand the difference between need and want	<p>What are some of the things we need in life?</p> <p>What are some of the things we want in life?</p>	<p>the difference between needs and wants - that people may not always be able to have the things they want</p>
<b>Year 1 Term 5</b>	Who helps us to stay safe?	
Link to prior learning		PoS refs: H33, H35, H36, R15, R20, L5
Learning objectives	Context	
To know people who can keep us safe	Who can you think of that keeps people safe?	<p>that people have different roles in the community to help them</p> <p>(and others) keep safe - the jobs they do and how they help people</p>
To understand ways of seeking help	How can we get help if we are in trouble?	who can help them in different places and situations; how to attract someone's attention or ask for help; what to say

		what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
To know how to deal with stranger danger	What do we do if a stranger talks to us?	how to respond safely to adults they don't know
To understand when to ring 999	When would you ring 999?	how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
<b>Year 1 Term 6</b>	How can we look after each other in the world?	
Link to prior learning		PoS refs: H26, H27, R21, R22, R24, R25, L2, L3
Learning objectives	Context	
To recognise kind and unkind behaviours	What do people do when they are kind? What do they do when they are unkind?	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be</li> <li>• polite and courteous; how to play and work co-operatively</li> </ul>
To understand the importance of rules in and out of the classroom	How do we need to behave in the classroom, at home, outside?	<ul style="list-style-type: none"> <li>• the responsibilities they have in and out of the classroom</li> </ul>
To understand how animals need to be cared for	How do we look after animals?	<ul style="list-style-type: none"> <li>• how people and animals need to be looked after and cared for</li> </ul>
To consider how we can help care for the planet	What can we do to look after our environment?	<ul style="list-style-type: none"> <li>• what can harm the local and global environment; how they and others can help care for it</li> </ul>
To consider how to cope with growing	What do you feel about going to a new class?	<ul style="list-style-type: none"> <li>• how people grow and change and how people's needs change as they grow from young to old</li> </ul>

up and changing class		<ul style="list-style-type: none"> <li>how to manage change when moving to a new class/year group</li> </ul>
<b>Year 2 Term 1</b>	<b>What makes a good friend?</b>	
Link to prior learning		PoS refs: R6, R7, R8, R9, R25
Learning objectives	Context	
To understand what makes a good friend and how to make friends	How do we make friends with people? What makes a good friend?	<ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how people behave when they are being friendly and what makes a good friend</li> </ul>
To understand how it feels when you are lonely	How do you feel if you have no one to play with?	<ul style="list-style-type: none"> <li>how to recognise when they feel lonely and what they could do about it</li> </ul>
To understand how to resolve arguments	What do you do if you have an argument with your friend?	<ul style="list-style-type: none"> <li>how to resolve arguments that can occur in friendships</li> </ul>
To know how to seek help if your friend makes you unhappy	What should you do if your friend makes you worries or unhappy?	<ul style="list-style-type: none"> <li>how to ask for help if a friendship is making them unhappy</li> </ul>
<b>Year 2 Term 2</b>	<b>What is bullying?</b>	
Link to prior learning		PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25
Learning objectives	Context	
To recognise how hurtful behaviour can make others feel To recognise what bullying is	How do you feel when someone is unkind to you?	<ul style="list-style-type: none"> <li>how words and actions can affect how people feel</li> <li>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> </ul>

To recognise there are different types of bullying To understand how to deal with different types of bullying	What is bullying? What are the different types?	<ul style="list-style-type: none"> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>
To know what to do if someone makes us feel uncomfortable	What should you do if someone does something to you that you don't want them to do?	<ul style="list-style-type: none"> <li>• how to ask for and give/not give permission regarding physical</li> <li>• contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>
<b>Year 2 Term 3</b>	What jobs do people do?	
Link to prior learning		PoS refs: L15, L16, L17, L7, L8
Learning objectives	Context	
To understand why people have jobs	Why do people have jobs?	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> </ul>
To recognise jobs done in the local community	What jobs does your family do? What jobs do people in Swanscombe do?	<ul style="list-style-type: none"> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> </ul>
To recognise skills and interests linked with certain jobs	What do you think you need to be like if you are a teacher, policeman, waiter?	<ul style="list-style-type: none"> <li>• how people have different strengths and interests that enable them to do different jobs</li> </ul>
To know how people use the internet in their lives	What do people use the internet for? What jobs do they use it for?	<ul style="list-style-type: none"> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>
<b>Year 2 Term 4</b>	What helps us to stay safe?	

Link to prior learning		PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9
Learning objectives	Context	
To understand the importance of rules	Why do we have rules? What rules do we have for crossing the road, at the swimming pool, having medicines.	how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
To recognise safe and unsafe situations	Can you think of a dangerous situation? How can you make sure you are safe?	how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
To understand that no one should pressurise you into doing something	Has anyone ever made you do something you didn't want to? What should we say to people who do this?	how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
To understand not everything online is reliable	Should you believe everything you read online?	<ul style="list-style-type: none"> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> </ul>
To know what to do if you feel unsafe about something	What should you do if someone makes you worried or feel unsafe?	how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
<b>Year 2 Term 5</b>	<b>What helps us to grow and stay healthy?</b>	
Link to prior learning		PoS refs: H1, H2, H3, H4, H8, H9
Learning objectives	Context	
To understand what the body needs to stay healthy	What do we need to be healthy?	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> </ul>

To understand what a balance diet is	What food should we eat?	<ul style="list-style-type: none"> <li>that eating and drinking too much sugar can affect their health, including dental health</li> </ul>
To understand the importance of physical activity	What physical activity can we do to keep healthy?	<ul style="list-style-type: none"> <li>how to be physically active and how much rest and sleep they should have everyday</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time</li> </ul>
To understand how to stay safe in the sun	How can we stay safe in the summer?	<ul style="list-style-type: none"> <li>how sunshine helps bodies to grow and how to keep safe</li> </ul>
<b>Year 2 Term 6</b>	How do we recognise our feelings?	
Link to prior learning		PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27
Learning objectives	Context	
To recognise different feelings and when they feel them	What makes you happy, sad, angry?	<ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> </ul>
To understand how situations can bring about different feelings	How do you feel if you lose something, if you get lost, if someone dies, when you move to a new class?	<ul style="list-style-type: none"> <li>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> </ul>
To understand how our feelings make us act	What things do we do when we are happy, angry, sad?	<ul style="list-style-type: none"> <li>how feelings can affect people in their bodies and their behaviour</li> </ul>
To understand how to seek support if	What should you do if you are not sure how to stop acting a certain way because of how you feel?	<ul style="list-style-type: none"> <li>ways to manage big feelings and the importance of sharing their feelings</li> </ul>

we are struggling with our feelings		<ul style="list-style-type: none"> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it feelings with someone they trust</li> </ul>
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## The Craylands School KS2 Long term subject: PSHE

Health	Relationships	Living in the wider world
<p><b>H1.</b> how to make informed decisions about health</p> <p><b>H2.</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5.</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6.</b> 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.</p> <p><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be</p>	<p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> 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</p> <p><b>R3.</b> 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</p> <p><b>R4.</b> 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</p> <p><b>R5.</b> 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</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> 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</p> <p><b>L5.</b> 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)</p> <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p>

<p>physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8.</b> 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</p> <p><b>H9.</b> 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</p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>H11.</b> 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)</p> <p><b>H12.</b> 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</p> <p><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the</p>	<p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7.</b> 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</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> 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</p> <p><b>R12.</b> 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</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p>	<p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> 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</p> <p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p>
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<p>importance of taking care of mental health</p> <p><b>H16.</b> 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</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> 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</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> 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</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> 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</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R23.</b> 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</p>	<p><b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> 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</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and Emotions</p> <p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> 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</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> about what might influence people's decisions about a job or career (e.g.</p>
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<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> 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)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing</p>	<p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R27.</b> 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</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> 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</p> <p><b>R32.</b> about respecting the differences and similarities between people and</p>	<p>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)</p> <p><b>L29.</b> 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</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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<p>independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>H37.</b> 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</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H41.</b> 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</p> <p><b>H42.</b> 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</p> <p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify</p>	<p>recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	
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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<sup>3</sup>

**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

Year 3 Term 1	What keeps us safe?	
Link to prior learning		PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29
Learning objectives	Context	
To recognise safe and unsafe situations	Think of a dangerous situation you have ever found yourself in or have seen someone else in....even if on the tele. What injuries could we get from different situations?	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> </ul>
To understand ways we keep ourselves safe in situations	In what ways do we keep ourselves safe every day e.g. in the car, walking at night time, riding a bike for the first time?	<ul style="list-style-type: none"> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> </ul>
To know the rules to follow to keep ourselves healthy	How do we keep ourselves hygienic? What can help people to stay healthy?	<ul style="list-style-type: none"> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> </ul>
To recognise when someone makes us feel uncomfortable	What should you do if someone tries to make you do something you don't want to do even if its family or friends?	<ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if</li> </ul>

To know how to seek help when this happens		<p>they feel uncomfortable</p> <ul style="list-style-type: none"> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> </ul>
To know how to deal with accidents	<p>What should you do if you or others are involved in an accident? How can you help if someone has a minor injury? What do you say if you ring 999 for help?</p>	<ul style="list-style-type: none"> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>
<b>Year 3 Term 2</b>	<b>How can we be a good friend?</b>	
Link to prior learning		PoS refs: R10, R11, R13, R14, R17, R18
Learning objectives	Context	
<p>To understand what makes a good friendship</p> <p>To know the pros of friendships on our feelings</p>	<p>How do you know if someone is feeling lonely? How does having friends make you feel?</p>	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> </ul>
To understand that friendships can have difficulties and how to reconcile these	<p>Have you ever fallen out with a friend? When this happens how do we deal with it?</p>	<ul style="list-style-type: none"> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> </ul>

To recognise feelings related to unhappy friendships	Have you ever felt unhappy in a friendship? How can we get help if we feel this way?	<ul style="list-style-type: none"> <li>• how to recognise if a friendship is making them unhappy, feel</li> <li>• uncomfortable or unsafe and how to ask for support</li> </ul>
<b>Year 3 Term 3</b>	<b>What are families like?</b>	
Link to prior learning		PoS refs: R5, R6, R7, R8, R9
Learning objectives	Context	
To understand that not all families are the same	Are all families the same as each other? Does anyone have step parents or step siblings? What does it mean to be fostered and/or adopted?	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> </ul>
To consider what families do with and for one another	What do families do for each other and/or with each other? How do families look after each other?	<ul style="list-style-type: none"> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the</li> </ul>
To know how to seek help if families make us feel unhappy or worried	How can we get help if our families are upsetting us?	<ul style="list-style-type: none"> <li>• different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>
<b>Year 3 Term 4</b>	<b>What makes a community?</b>	
Link to prior learning		PoS refs: R32, R33, L6, L7, L8
Learning objectives	Context	

To understand what a community is	What is a community? What communities do we belong to?	<ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> </ul>
To understand not everyone is the same in a community	Is everyone in a community the same as each other?	<ul style="list-style-type: none"> <li>what is meant by a diverse community; how different groups make up the wider/local community around the school</li> </ul>
To understand the benefits of belonging to a community	How can being part of a community help us?	<ul style="list-style-type: none"> <li>how the community helps everyone to feel included and values the different contributions that people make</li> </ul>
To understand how to show respect to others who are different to us	How should we treat others who live differently from the way that we do?	<ul style="list-style-type: none"> <li>how to be respectful towards people who may live differently to them</li> </ul>
<b>Year 3 Term 5</b>	<b>Why should we eat well and look after our teeth?</b>	
Link to prior learning		PoS refs: H1, H2, H3, H4, H5, H6, H11, H14
Learning objectives		Context
To understand what a balanced diet is	What is a balanced diet?	<ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> </ul>
To understand the effects of having a poor diet	What happens to use if we don't eat a balanced diet?	<ul style="list-style-type: none"> <li>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>how people make choices about what to eat and drink, including who or what influences these</li> </ul>

To understand the importance of looking after your teeth	Why is it important to look after our teeth?	<ul style="list-style-type: none"> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>
<b>Year 3 Term 6</b>	<b>Why should we keep active and sleep well?</b>	
Link to prior learning		PoS refs: H1, H2, H3, H4, H7, H8, H13, H14
Learning objectives		Context
To understand the importance of physical activity To plan how to be active regularly	How does physical activity help us? How much activity should we do?	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>
To understand the impact of lack of physical activity	If we didn't do physical activity, what would happen to us?	<ul style="list-style-type: none"> <li>• how the lack of physical activity can affect health and wellbeing</li> </ul>
To understand the importance of sleep	What happens when we don't get enough sleep?	<ul style="list-style-type: none"> <li>• how lack of sleep can affect the body and mood and simple</li> <li>• routines that support good quality sleep</li> </ul>

To name main body parts including genitalia To know that these should be kept private	What are the names of body parts including genitalia? What should we do if someone asks to see parts of our body that are private?	<ul style="list-style-type: none"> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>
<b>Year 4 Term 1</b>	What skills, strengths and interests do we have?	
Link to prior learning		PoS refs: H27, H28, H29, L25
Learning objectives		Context
To recognise personal qualities	What makes us special and unique?	<ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> </ul>
To recognise own strengths and skills	What things make us feel good about ourselves? What things are we good at that make us feel good?	<ul style="list-style-type: none"> <li>to develop self-worth by identifying positive things about themselves and their achievements</li> <li>how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> </ul>
To set goals	What goals can we set ourselves?	<ul style="list-style-type: none"> <li>how to set goals for themselves</li> </ul>
To understand how to overcome barriers	What barriers do we encounter when trying to reach our goals? How can we overcome them?	<ul style="list-style-type: none"> <li>how to manage when there are set-backs, learn from mistakes</li> <li>and reframe unhelpful thinking</li> </ul>
<b>Year 4 Term 2</b>	How do we treat each other with respect?	
Link to prior learning		PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10
Learning objectives		Context
To understand how other's behaviours can impact on us	What is it that others do that makes you upset, happy, sad, angry? What does being polite mean?	<ul style="list-style-type: none"> <li>how people's behaviour affects themselves and others, including online</li> <li>how to model being polite and courteous in different situations</li> </ul>

		and recognise the respectful behaviour they should receive in return
To understand our rights and responsibilities	What are your rights as a child? What responsibilities do you have?	<ul style="list-style-type: none"> <li>about the relationship between rights and responsibilities the rights that children have and why it is important to protect these*</li> </ul>
To understand the term privacy To know when a secret should not be kept	What does privacy mean? What type of secret is not safe to keep?	<ul style="list-style-type: none"> <li>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> </ul>
To understand why some people are discriminated against and how this makes them feel	What does discrimination mean? How can we make sure we include everyone?	<ul style="list-style-type: none"> <li>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>
To know how to seek support	If we receive unkind messages online how should we seek help?	<ul style="list-style-type: none"> <li>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>
<b>Year 4 Term 3</b>	How can we manage our feelings?	
Link to prior learning		PoS refs: H17, H18, H19, H20, H23
Learning objectives		Context

To recognise feelings in different situations	Think about something that has happened today and how it made you feel.	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> </ul>
To understand the importance of expressing feelings	What happens when we don't share our feelings?	<ul style="list-style-type: none"> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> </ul>
To know how to find help if our feelings become too much	Who could we speak to about our feelings if they are making us sad or angry? Who could we speak to if someone close to us passes away?	<ul style="list-style-type: none"> <li>• how to access advice and support to help manage their own or others' feelings</li> <li>• ways of managing feelings at times of loss, grief and change</li> </ul>
<b>Year 4 Term 4</b>	<b>How can our choices make a difference to others and the environment?</b>	
Link to prior learning		PoS refs: L4, L5, L19, R34
Learning objectives		Context
To recognise those who protect the world in some way	How can we protect the environment and the world around us?	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> </ul>
To understand ways in which we can help the environment	How can our decisions help to protect the environment?	<ul style="list-style-type: none"> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> </ul>

To debate a topic on the environment	What are your opinions about the topic we are discussing today? How can you express your opinions clearly whilst listening to others?	<ul style="list-style-type: none"> <li>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> </ul>
To consider ways of helping others and animals	How can we look after animals? How can we look after each other?	<ul style="list-style-type: none"> <li>how to show care and concern for others (people and animals)</li> <li>how to carry out personal responsibilities in a caring and compassionate way</li> </ul>
<b>Year 4 Term 5</b>	How can we manage risk in different places?	
Link to prior learning		PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15
Learning objectives		Context
To understand how to stay safe in different situations	How can we keep safe in the following situations: Playing in the sea At the train station Fireworks night In the sun When playing online	<ul style="list-style-type: none"> <li>how to recognise, predict, assess and manage risk in different situations</li> <li>how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> </ul>
To understand what peer pressure is	What is peer pressure? What do people do to persuade you to do something?	<ul style="list-style-type: none"> <li>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> </ul>
To recognise how to be respectful online To know what to do if you have concerns about something seen online	How should we behave when we are online? How can we make sure we keep safe when online? How can we seek help if we see something online that upsets us?	<ul style="list-style-type: none"> <li>how people's online actions can impact on other people</li> <li>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>how to report concerns, including about inappropriate online content and contact</li> </ul>

To understand the importance of laws in society	<p>What are the purpose of rules? What may happen if you break the law?</p>	<ul style="list-style-type: none"> <li>that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
<b>Year 4 Term 6</b>	How will we grow and change?	
Link to prior learning		
Learning objectives		Context
<p>To name main body parts including genitalia To know that these should be kept private</p>	<p>What are the names of body parts including genitalia? What should we do if someone asks to see parts of our body that are private?</p>	<ul style="list-style-type: none"> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>
To understand difference between an adult and a child	<p>What is the same and what is different between a baby, a toddler and an adult?</p>	
<b>Year 5 Term 1</b>	What makes up our identity?	
Link to prior learning		PoS refs: H25, H26, H27, R32, L9
Learning objectives	Context	
To understand we are all the same but different	<p>What similarities and differences are there between us as a class, as a school, as a community?</p>	<ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> </ul>
To understand what makes up an identity	<p>What contributes to making us who we are? What are your personal qualities, your interests, your strengths? Does everyone feel comfortable with who they are or do they see themselves as different to how others see them?</p>	<ul style="list-style-type: none"> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is</li> </ul>

		part of personal identity and for some people does not correspond with their biological sex)
To understand what a stereotype is and how best not to make assumptions about someone	<p>What is a stereotype? Should we judge people and what happens we do? What stereotypes should we avoid and need to be challenged?</p>	<ul style="list-style-type: none"> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>
<b>Year 5 Term 2</b>	What decisions can people make with money?	
Link to prior learning		PoS refs: R34, L17, L18, L20, L21, L22, L24
Learning objectives		Context
To know why people save money	What do people spend their money on?	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> </ul>
To understand why and how to budget	<p>What is a budget? Why do people set budgets for themselves?</p>	<ul style="list-style-type: none"> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> </ul>
To know if something is value for money	<p>What does 'value for money' mean? How can we ensure we are getting the best for our money?</p>	<ul style="list-style-type: none"> <li>• how to recognise what makes something 'value for money' and what this means to them</li> </ul>
To understand financial risks	What are the risks involved with money?	<ul style="list-style-type: none"> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>
<b>Year 5 Term 3</b>	How can we help in an accident or emergency?	
Link to prior learning		PoS refs: H43, H44
Learning objectives	Context	
To understand some basic first aid	<p>What should we do if someone has a minor injury? If someone has hurt their head, what should we do?</p>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts,</li> </ul>

		<ul style="list-style-type: none"> <li>bleeds, choking, asthma attacks or allergic reactions</li> <li>that if someone has experienced a head injury, they should not be moved</li> </ul>
To recognise when help should be sought in an accident	What injuries may we be able to help with and which types of injuries do we need an adult for?	<ul style="list-style-type: none"> <li>when it is appropriate to use first aid and the importance of seeking adult help</li> </ul>
To know what to do in an emergency	How should we respond in an emergency?	<ul style="list-style-type: none"> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>
<b>Year 5 Term 4</b>	How can friends communicate safely?	
Link to prior learning		PoS refs: R1, R18, R24, R26, R29, L11, L15
Learning objectives		Context
To recognise different relationships in our lives	Who do we have relationships with in our lives?	<ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> </ul>
To understand how we can safely communicate online	<p>How do people use the internet to communicate with each other?</p> <p>Is everyone we meet online who they say they are?</p> <p>Do people treat each other better or worst online?</p>	<ul style="list-style-type: none"> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> </ul>
To understand what should and should not be shared online	<p>What should we keep private when using the internet?</p> <p>How can we ensure we don't upset others by what we share online?</p>	<ul style="list-style-type: none"> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> </ul>

To understand how to seek help if a relationship is causing concerns and worry	How can we seek support if a relationship we have is making us feel uncomfortable or unsafe?	<ul style="list-style-type: none"> <li>• how to recognise risk in relation to friendships and keeping safe how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
<b>Year 5 Term 5</b>	How can drugs common to everyday life affect health?	
Link to prior learning		
Learning objectives		Context
To understand the effects of common drugs on health	What effects does smoking and alcohol have on the body?	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> </ul>
To understand the law related to drugs	Are all drugs medicines? What is the law around drugs and how they are used?	<ul style="list-style-type: none"> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> </ul>
To understand why some people use drugs	What makes people want to smoke or drink alcohol or take other illegal drugs?	<ul style="list-style-type: none"> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> </ul>
To understand how to seek help to stop using drugs	How can people find help if they find that they are having issues with drugs?	<ul style="list-style-type: none"> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
<b>Year 5 Term 6</b>	Changes and growing up	
Link to prior learning		

Learning objectives	Context	
To understand that there are different types of relationships To recognise different loving relationships	When do people decide to get married? Are all romantic relationships and marriages the same as each other? What does being in love mean and what do people do when they are in love?	<ul style="list-style-type: none"> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> </ul>
To recognise how babies become adults	What happens in the human life cycle? How do we start our lives and what happens when we grow up? What changes?	
To recognise changes that will happen during puberty	What are the physical and emotional changes that take place at the onset of puberty and how do we feel about ourselves?	<ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>how puberty can affect emotions and feelings</li> <li>how personal hygiene routines change during puberty</li> <li>how to ask for advice and support about growing and changing and puberty</li> </ul>
<b>Year 6 Term 1</b>	What jobs would we like?	
Link to prior learning		PoS refs: L26, L27, L28, L29, L30, L31,L32
Learning objectives		Context
To recognise the different careers that exist To relate skills to jobs	What different types of jobs are there and how do you get that job Will you have the same job all your life?	<ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> </ul>

To understand there are different wages to jobs To know the route to gaining different jobs	Do you get paid the same in every job? What are the different ways of getting a job?	<ul style="list-style-type: none"> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> </ul>
To consider who may be best suited for a job	What makes you decide upon a job? Should there be some jobs that certain people shouldn't do? Is this equality?	<ul style="list-style-type: none"> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> </ul>
To consider what job they would like when older	What job do you want to do when you are older and why?	<ul style="list-style-type: none"> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>
<b>Year 6 Term 2</b>	<b>How can we keep healthy as we grow?</b>	
Link to prior learning		PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10
Learning objectives		Context
To consider the different ways in which we can look after ourselves physically	How can look after the physical side of our body?	<ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>how to plan a healthy meal</li> <li>how to stay physically active</li> <li>how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>how to benefit from and stay safe in the sun</li> <li>how and why to balance time spent online with other activities</li> <li>how sleep contributes to a healthy lifestyle; the effects</li> </ul> </li> </ul>

		<p>of poor sleep; strategies that support good quality sleep</p> <ul style="list-style-type: none"> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> </ul>
To understand the ways in which we can look after ourselves mentally	How can we look after the mental and emotional side of ourselves?	<ul style="list-style-type: none"> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to manage the influence of friends and family on health choices</li> </ul>
To understand the effects of drugs and alcohol on the body	What impact can taking legal and illegal drugs have on the body?	<ul style="list-style-type: none"> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> </ul>
To recognise risks we may face as growing up	What risks may we face as we get older? What may affect our mental health and our physical health?	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> </ul>
To recognise what our human rights are	Should anyone try to do something to our bodies that are against our human rights? Why may someone want to do this and how can we seek help?	<ul style="list-style-type: none"> <li>• managed with the right strategies and support that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else<sup>1</sup></li> </ul>
To understand how to seek support if we are unhappy	How can we get help if someone or something is making us feel worried, scared or concerned?	<ul style="list-style-type: none"> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved</li> </ul>

<b>Year 6 Terms 3, 4 &amp; 5</b>	How can the media influence people?	
Link to prior learning		PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23
Learning objectives	Context	
To recognise some of the messages that media sends out	What messages does the media send us about being young, about looks, about our health?	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> </ul>
To understand what should and shouldn't be on a social media profile	<p>What should our online profiles look like if we have social media?</p> <p>What should and shouldn't be shared online?</p>	<ul style="list-style-type: none"> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> </ul>
To recognise that not everything online or in the media is reliable	<p>How reliable is what we see on the internet, in the news, in the media?</p> <p>How may they try to persuade us or encourage us to think certain ways?</p>	<ul style="list-style-type: none"> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> </ul>
To evaluate what is seen online and how to ensure it is appropriate	<p>How do we know if something is suitable for us or not online?</p> <p>How should we respond if we encounter something that makes us feel uncomfortable?</p>	<ul style="list-style-type: none"> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> </ul>

To understand what gambling is and the impact it can have	What is gambling and what impact can it have on our lives?	<ul style="list-style-type: none"> <li>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> </ul>
To understand the risks of being influenced by others	What or who influences us in our lives? Who are good influencers and who are negative influencers?	<ul style="list-style-type: none"> <li>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>
<b>Year 6 Term 6</b>	<b>How will we grow and change?</b>	
Link to prior learning		
Learning objectives		Context
To recognise the changes that will happen when transitioning to secondary school	<p>What changes are you due to face in the upcoming months?</p> <p>How do these changes make you feel?</p> <p>How do you feel about moving onto secondary schools?</p>	<ul style="list-style-type: none"> <li>how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>how friendships may change as they grow and how to manage this</li> <li>how to manage change, including moving to secondary school;</li> <li>how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>
To recognise the importance of a loving relationship when entering into a sexual relationship	<p>Are all loving relationships the same?</p> <p>What does a marriage look like?</p> <p>When do people decide to enter into a intimate relationship?</p>	<ul style="list-style-type: none"> <li>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul>

		<ul style="list-style-type: none"> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> </ul>
<p>To understand how babies are made</p> <p>To understand how babies are born</p>	<p>When do people decide to have a baby?</p> <p>How are babies made? What happens during sexual intercourse?</p> <p>What happens when a baby is born?</p>	
<p>To recognise changes that will happen during puberty</p>	<p>What happens to boys during puberty?</p> <p>What happens to girls during puberty?</p> <p>How does becoming an adult enable you to be able to reproduce?</p>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> <li>• about the reproductive organs and process – how babies are conceived</li> </ul>