

## PSHE LONG TERM OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Family and relationships		Health & wellbeing	Economic wellbeing	Safety and changing body	Citizenship
Year 2	Family and relationships	Health & wellbeing	Safety and changing body	Economic wellbeing		Citizenship
Year 3	Safety and changing body	Health & wellbeing	Family and relationships		Citizenship	Economic wellbeing
Year 4	Family and relationships		Health & wellbeing	Economic wellbeing	Citizenship	Safety and changing body
Year 5	Family and relationships		Economic wellbeing	Citizenship	Health & wellbeing	Safety and changing body
Year 6	Economic wellbeing	Citizenship	Health & wellbeing	Family and relationships		Safety and changing body

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

Year 1 Knowledge End points	Year 2 Knowledge End points
<ul style="list-style-type: none"> <li>To know what a family is and does</li> <li>To recognise positive friendships</li> <li>To recognise exercise as positive</li> <li>To know what germs are</li> <li>To know the dangers of the sun</li> <li>To know what money is</li> <li>To know what to do if you get lost</li> <li>To know when to ring 999</li> <li>To understand class rules</li> <li>To begin to recognise similarities and differences between people</li> </ul>	<p style="color: red; margin: 0;"><b>Year 1 knowledge</b></p> <ul style="list-style-type: none"> <li>To know what a family should offer us</li> <li>To recognise harmful friendships</li> <li>To know what manners are</li> <li>To recognise feelings</li> <li>To know how to eat healthily</li> <li>To know how to look after your teeth</li> <li>To know what the internet is</li> <li>To know what a bad touch is</li> <li>To know how to stay safe on the roads</li> <li>To understand what a medicine is</li> <li>To know where money comes from</li> <li>To know what a bank does</li> <li>To know the importance of rules</li> </ul>

Year 1 Term 1	Family and Relationships	
Link to prior learning		
Vocabulary	Behaviour care emotions family feelings friend friendly problem stereotype	
Learning objectives	Context	Statutory guidance

<p>To understand that families look after us</p>	<p>What is a family?</p>	<p><b>Families and people who care for me</b> &gt;Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p><b>Families and people who care for me</b> &gt;Pupils should 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.</p> <p>Word of the lesson: Family</p>
<p>To begin to understand the importance and characteristics of positive friendships</p>	<p>What are friendships?</p>	<p><b>Caring friendships</b> &gt;Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Caring friendships</b>&gt; Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Word of the lesson:Friend</p>
<p>To recognise how others show</p>	<p>How do we know how someone is feeling?</p>	<ul style="list-style-type: none"> <li>• <b>Caring friendships:</b> Pupils should understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness,</li> </ul>

<p>feelings and how to respond</p>		<p>loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  <b>Respectful relationships:</b> Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships.   Word of the lesson: Feelings</p>
<p>To begin to understand how friendships can make us feel</p>	<p>Who is your friend?</p>	<ul style="list-style-type: none"> <li>• <b>Caring friendships</b> &gt;Pupils should understand that friendships are important for making us feel happy and secure, and how people choose and make friends.</li> </ul> <p><b>Caring friendships</b> &gt;Pupils should understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and friendships   Word of the lesson: Friendly</p>
<p>To begin to understand that friendships can have problems but we can overcome them</p>	<p>What should you do if you fall out with a friend?</p>	<p><b>Respectful relationships:</b> Children should know that there are practical steps they can take in a range of different contexts to improve or support respectful relationships.   Word of the lesson: Problem</p>

To understand that families look after us	What is a family?	<p><b>Families and people who care for me</b> &gt;Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p><b>Families and people who care for me</b> &gt;Pupils should 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.</p> <p>Word of the lesson: care</p>	
<b>Year 1 Term 2</b>	Health & Wellbeing		
Link to prior learning			
Vocabulary	Allergy emotions feelings germs ill (poorly) qualities relax		
Learning objectives	Context	Statutory guidance	
To describe and understand feelings	How are you feeling? What words can you use to describe it?	<ul style="list-style-type: none"> <li>That there is a normal 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.</li> </ul> <p>How to recognise and talk about their emotions, including having a</p>	<p>Long term learning:</p> <p>Name someone in your family.</p>

		<p>varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Word of the lesson: Emotion</p>	
To celebrate own strengths	What are you good at? What goals can you set yourself?	<p>The importance of self-respect and how this links to their own happiness</p> <p>Word of the lesson: qualities</p>	<p>Long term learning:</p> <p>Name a feeling</p>
To understand the importance of exercise and rest	How do you feel after exercise? How do you know when you need rest?	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul> <p>Word of the lesson: feelings</p>	<p>Long term learning:</p> <p>What should a friend be like?</p>
To know how to relax	What can we do to relax?	<ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p>Word of the lesson: relax</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<p>Long term learning:</p> <p>How do you feel after exercise?</p>

To know what germs are and how to prevent them spreading	What are germs? How can we stop them spreading?	<ul style="list-style-type: none"> <li>Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing</li> </ul> <p>Word of the lesson: germs</p>	<p>Long term learning:</p> <p>What can you do to relax?</p>						
To understand the risks of the sun	Why do we need to keep safe in the sun?	<ul style="list-style-type: none"> <li>Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul> <p>Word of the lesson: safe</p>	<p>Long term learning:</p> <p>How can we stop germs spreading?</p>						
To understand who keeps us healthy	Which people can help keep us healthy?	Word of the lesson: ill (poorly)	<p>Long term learning:</p> <p>What should you put on when it is sunny?</p>						
<b>Year 1 Term 3</b>	<b>Economic Wellbeing</b>								
Link to prior learning									
Vocabulary	Bank	Bank account	Cash	Choice	Earn	Job	Money	Pocket money	Save
Learning objectives	Context				Statutory guidance				
To know what money is	What is money? What do we do with it?	what money is - that money comes in different forms	Long term learning:	How can we protect ourselves from the sun?	Word of the lesson: Money				

To know how to keep money safe	How do we keep money safe?	<ul style="list-style-type: none"> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> </ul> Word of the lesson: Pocket money	Long term learning:  What can we do with money?
To know what people choose to do with money	What do people do with money? What is a bank?	<ul style="list-style-type: none"> <li>• how people make choices about what to do with money, including spending and saving how to keep money safe and the different ways of doing this</li> </ul> Word of the lesson: Bank	Long term learning:  How can we keep money safe?
To understand why some people save	What is the difference between spending and saving money?	the difference between needs and wants - that people may not always be able to have the things they want  Word of the lesson: Save	Long term learning:  What is a bank?
<b>Year 1 Term 4</b>	<b>Safety and changing body</b>		
Link to prior learning			
Vocabulary	Emergency   medicine   safety   lost   trouble		
Learning objectives	Context		
To know people who can keep us safe in school	Who can you think of that keeps people safe?	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  Word of the lesson: safety	Long term learning:  Name a member of your family.



<p>To understand ways of seeking help outside of school</p>	<p>How can we get help if we are in trouble?</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Word of the lesson: trouble</p>	<p>Long term learning:</p> <p>What can we do to stop spreading germs?</p>
<p>To know what to do if you get lost</p>	<p>What do we do if you get lost?</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Word of the lesson: lost</p>	<p>Long term learning:</p> <p>Who can keep us safe?</p>
<p>To understand when to ring 999</p>	<p>When would you ring 999?</p>	<p>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</p> <p>Word of the lesson: emergency</p>	<p>Long term learning:</p> <p>What should you do if you get lost?</p>
<p>To recognise appropriate contact</p>	<p>What is appropriate and inappropriate contact?</p>	<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>	<p>Long term learning:</p> <p>What should you ring 999?</p>

To know what should not be put into the body		Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  Word of the lesson: medicine	
To recognise dangers at home	What are the dangers at home?	Word of the lesson: dangers	Long term learning:  How can you keep money safe?
<b>Year 1 Term 6</b>	<b>Citizenship</b>		
Link to prior learning			
Vocabulary	Care	Democracy	Different Fair Pet Responsibility Rule Similar Unique Vote
Learning objectives	Context	Statutory guidance	
To begin to understand the importance of rules	What are our class rules?	<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> </ul> Word of the lesson: rules	Long term learning:  Who helps us?
To understand that animals have different needs and how to care for them	Do we look after all our pets in the same way?	<ul style="list-style-type: none"> <li>Discussing how to meet the needs of different pets.</li> </ul> Word of the lesson: pets	Long term learning:  What should a friend be like?
To begin to understand the needs of babies	What do babies and young children need?	Word of the lesson: care	Long term learning:

and young children			How should we look after our pets?
To begin to recognise ways in which we are the same and different to other people	How are we similar and different to each other?	Exploring the differences between people  Word of the lesson: differences	Long term learning:  What does a baby need?
To understand the range of groups people belong to	What groups do we belong to?	Recognising the groups that we belong to  Word of the lesson: similar	Long term learning:  Think of way you are different from others.
To begin to understand the importance of rules	What are our class rules?	<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> </ul> Word of the lesson: democracy	Long term learning:  How does a family look after us?
<b>Year 2 Term 1</b>	<b>Family and relationships</b>		
Link to prior learning	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal. To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome. To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.		
Vocabulary	Friendship   Love   Manners   Feelings   Emotions   Family   Stereotype   Respect		
Learning objectives	Context	Statutory guidance	

<p>To begin to understand the role of the family in their lives</p>	<p>What does a family offer us?</p>	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>Word of the lesson: family</p>	<p>Long term learning:</p> <p>What different types of feelings can you think of?</p>
<p>To begin to understand the range of families they may encounter now and in the future</p>	<p>Are all families the same?</p>	<p>That others' 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 characterised by love and care.</p> <p>That marriage represents a formal and legally recognised relationship.</p> <p>Word of the lesson: stereotype</p>	
<p>To recognise how others show feelings in different ways and how to respond</p>	<p>How do we show how we are feeling?</p>	<p><b>Caring friendships:</b></p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Long term learning:</p> <p>What should a friend be like?</p>

		<p><b>Respectful relationships</b></p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Word of the lesson: Feelings</p>	
To begin to understand that some friendships might make us feel unhappy and how to deal with this	What makes us unhappy in a friendship?	<p>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.</p> <p>Word of the lesson: Friendship</p>	<p>Long term learning:</p> <p>When should you ring 999?</p>
To begin to understand the conventions of courtesy and manner	What are manners?	<p>The conventions of courtesy and manners</p> <p>Word of the lesson: Manners</p>	<p>Long term learning:</p> <p>What does a bank do?</p>
<b>Year 2 Term 2</b>	<b>Health and wellbeing</b>		
Link to prior learning	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.</p>		
	Diet emotions exercise goal healthy relaxation skill strengths		
Learning objectives	Context	Statutory guidance	

<p>To describe a range of feelings and develop simple strategies for managing them</p>	<p>What words can we use to describe how we feel?</p>	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Word of the lesson: emotions</p>	<p>Long term learning: What are manners?</p>
<p>To understand the benefits of physical activity</p>	<p>Is exercise good for us?</p>	<p><b>Mental wellbeing</b></p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p><b>Physical health and fitness</b></p> <p>The 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</p> <p>Word of the lesson: exercise</p>	<p>Long term learning: What makes us unhappy in a friendship?</p>
<p>To use breathing exercises to relax</p>	<p>How can we use breathing to help us relax?</p>	<p><b>Mental wellbeing</b></p> <p>Pupils should know:</p>	<p>Long term learning: What exercise is good for us?</p>

		<p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Word of the lesson: relaxation</p>	
To understand their strengths and set themselves achievable goals	What are we good at? What can we be better at?	Word of the lesson: strengths	<p>Long term learning:</p> <p>Why do people have hobbies?</p>
To understand what it means to have a healthy diet	What does it mean to eat healthily?	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>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)</p> <p>Word of the lesson: diet</p>	<p>Long term learning:</p> <p>What should you do if you get lost?</p>

To understand ways of looking after our teeth	How can we look after our teeth?	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist  Word of the lesson: healthy	Long term learning:  How can we prevent the spread of germs?
<b>Year 2 Term 3</b>	<b>Safety and changing body</b>		
Link to prior learning	To know that some types of physical contact are never appropriate. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		
Vocabulary	Medicine pedestrian private secret surprise		
Learning objectives	Context	Statutory guidance	
To understand what the internet is and how it can help us.	What is the internet? How can we use it?	Pupils should know that for most people the internet is an integral part of life and has many benefits.  Word of the lesson: private	Long term learning:  How can you look after your teeth?
To understand how to stay safe when using the internet.	How can we stay safe using the internet?	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. That people sometimes behave differently online, including by pretending to be someone they are not.	Long term learning:  What do we do on the internet?



		<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Word of the lesson: secret</p>	
<p>To begin to understand the difference between secrets and surprises.</p>	<p>When may we be surprised?          What may we need to keep a secret?          What should we not keep a secret?</p>	<p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Word of the lesson: surprise</p>	<p>Long term learning:           When should we not keep a secret?</p>
<p>To understand safe and unsafe touches</p>	<p>What is a safe touch? What is an unsafe touch?</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>Long term learning:           How can we stay safe in the sun?</p>
<p>To understand ways to keep safe on and near roads.</p>	<p>How do we keep safe near roads?</p>	<p>Word of the lesson: pedestrian</p>	<p>Long term learning: What makes us unhappy in a friendship?</p>

To begin to understand how to stay safe with medicines	What are medicines for?	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking  Word of the lesson: medicine	Long term learning:  How can we keep safe on roads?
<b>Year 2 Term 4</b>	<b>Economic Wellbeing</b>		
Link to prior learning	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money.		
Vocabulary	Coins Need Notes Priority Want		
Learning objectives	Context	Statutory guidance	
To understand where money comes from	Where do we get money from?	what money is; forms that money comes in; that money comes from different sources  Word of the lesson: coins	Long term learning:  How can we stay safe on the internet?
To begin to understand the difference between wants and needs	What things do we need to have in our lives?	about the difference between needs and wants; that sometimes people may not always be able to have the things they want  Word of the lesson: needs	Long term learning:  What should a friend be like?
Understanding how saving can help us to buy the things we want	What can we do if we want to buy something that we can not afford?	that people make different choices about how to save and spend money	Long term learning:

		Word of the lesson: wants	What things do we need to have in our lives?
Understand that banks look after money and the benefits of bank accounts	What does a bank do?	that money needs to be looked after; different ways of doing this  Word of the lesson: priority	Long term learning:  What should we do if we can't afford to buy something?
To understand that skills and interests will help someone decide what job to do	What may we need to be good at to do certain jobs?	that jobs help people to earn money to pay for things and L17. about some of the strengths and interests someone might need to do different jobs  Word of the lesson: job	Long term learning:  What does a bank do?
<b>Year 2 Term 6</b>	<b>Citizenship</b>		
Link to prior learning	To know the rules in school. To understand that people are all different.		
Vocabulary	Environment Identity Job Opinion Rule		
Learning objectives	Context	Statutory guidance	
To understand the importance of rules	Why do we have rules?	about what rules are, why they are needed, and why different rules are needed for different situations  Word of the lesson: rules	Long term learning:  What makes a friendship unhappy?

To recognise the role people play in looking after the environment	How can we look after the environment?	about things they can do to help look after their environment Word of the lesson: environment	Long term learning:  How can we protect ourselves in the sun?
To begin to understand the roles people have in the community	What do different people do in our community>	about things they can do to help look after their environment and L5. about the different roles and responsibilities people have in their community  Word of the lesson: job	Long term learning:  Why do we have rules?
To recognise similarities and differences between people in the local community	Is everyone the same?	to recognise the ways they are the same as, and different to, other people  Word of the lesson: opinion	Long term learning:  How can we look after the environment?

Year 3 Knowledge End points	Year 4 Knowledge End points	Year 5 Knowledge End points	Year 6 Knowledge End points
<p>To know what to do in an emergency</p> <p>To understand online safety</p> <p>To know what cyberbullying is</p> <p>To know ways to relax</p> <p>To know how to look after your teeth</p> <p>To recognise how families support each other</p> <p>To know what to do if you fall out with a friend</p> <p>To recognise the impact of bullying</p> <p>To understand how you can trust</p> <p>To know what a community is</p> <p>To know what a charity is</p> <p>To recognise what a budget is for</p>	<p><b>Year 3 knowledge</b></p> <p>To recognise good manners</p> <p>To recognise what a stereotype is</p> <p>To understand what a growth mindset is</p> <p>To begin to understand what makes good mental health</p> <p>To know how we can keep track of money</p> <p>To understand some ways we can lose money</p> <p>To know what human rights are</p> <p>To know why there are age limits</p> <p>To recognise the risks of being online</p> <p>To understand the risks of smoking</p>	<p><b>Year 3 &amp; 4 knowledge</b></p> <p>To know what marriage is</p> <p>To recognise differences in views towards men and women in the past</p> <p>To know what discrimination is</p> <p>To know what a loan is</p> <p>To understand stereotypes related to jobs</p> <p>To know what happens when someone breaks the law</p> <p>To know what parliament is</p> <p>To recognise how to keep safe in the sun</p> <p>To know what to do if someone is bleeding</p> <p>To know some ways to keep safe online</p>	<p><b>Year 3, 4 &amp; 5 knowledge</b></p> <p>To know how banks keep money safe</p> <p>To know what a loan is</p> <p>To consider what job they would like in the future</p> <p>To know how diet can impact on the environment</p> <p>To recognise diversity in a community</p> <p>To know what prejudice is</p> <p>To know how the government works</p> <p>To understand ways of living a healthy lifestyle physically and mentally</p> <p>To recognise the dangers involved with stereotypes</p> <p>To understand the emotions involved with grieving</p> <p>To know the risks involved with alcohol</p> <p>To know that not all we read online is reliable</p>

## The Craylands School KS2 Long term subject: PSHE

Year 3 Term 1	<b>Safety and changing body</b>		
Link to prior learning	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. Exploring ways to stay safe online.		
	Allergic    bullying    casualty		
Learning objectives	Context	Statutory guidance	
To understand the role you can play in an emergency	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?	how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries  Word of the lesson: casualty	Long term learning:  Name some feelings.  Who makes up a family?
To understand ways we keep ourselves safe in situations	How can you help someone who has been stung?	how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries  Word of the lesson: allergic	Long term learning:  What different injuries can you have? How can you prevent the spread of germs?
To understand the importance of online safety	How can we keep ourselves safe online?	<b>Internet and safety harms</b>  How to consider the effect of their online actions on others and know how to recognise and display	Long term learning:  What is the internet used for?

		<p>respectful behaviour online and the importance of keeping personal information private.</p> <p><b>Online relationships</b></p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Word of the lesson: bullying</p>	<p>When should you not keep a secret?</p>
<p>To recognise what cyberbullying is</p>	<p>What is cyberbullying?</p>	<p><b>Internet and safety harms &gt; Pupils should know:</b></p> <p>that for most people the internet is an integral part of life and has many benefits</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>where and how to report concerns and get support with issues online</p>	<p>Long term learning:</p> <p>How can we keep ourselves safe online?</p> <p>How can we be unhappy in a friendship?</p>

		where and how to report concerns and get support with issues online  Word of the lesson: cyberbullying	
To understand the choices that people make	What should you do if someone tries to make you do something you do not want to do?	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-takin	Long term learning:  What is cyberbullying? How can we stay safe on the roads?
To understand road safety	How can we keep safe when using the roads?	Word of the lesson: road safety	Long term learning:  How can we look after our teeth? What should we do if someone tries to make us do something we do not want to?
<b>Year 3 Term 2</b>	<b>Health and wellbeing</b>		
Link to prior learning	Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.		
Vocabulary	Alone belonging barriers balance diet healthy identity lonely relax resilience stretch		
Learning objectives	Context	Statutory guidance	



<p>To understand and plan for a healthy lifestyle including physical activity, rest and diet</p>	<p>How can we lead healthy lives?</p>	<p><b>Mental wellbeing</b></p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Physical and mental fitness</b></p> <p>The characteristics and mental and physical benefits of an active lifestyle The 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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>Word of the lesson: healthy</p>	<p>Long term learning:</p> <p>Why do people have hobbies?</p> <p>Why is sleep important?</p>
<p>To perform a range of relaxation stretches</p>	<p>How can we relax?</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Long term learning:</p> <p>How important is exercise?</p> <p>How can we protect</p>

		<p>That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Word of the lesson: relax</p>	<p>ourselves in the sun?</p>
<p>To understand the different aspects of my identity</p>	<p>What makes me the way I am?</p>	<ul style="list-style-type: none"> <li>• That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including 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)</li> </ul> <p>Word of the lesson: identity</p>	<p>Long term learning:</p> <p>When would you ring 999?</p> <p>How can you stay safe on the internet?</p>
<p>To identify my own strengths and begin to see how they can affect others</p>	<p>What am I good at?</p>	<p>Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Word of the lesson: barriers</p>	<p>Long term learning:</p> <p>How can we relax?</p>

			What do we need to have as a baby?
To break down barriers into smaller, achievable goals	What can I do to achieve something?	<p>Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Word of the lesson: resilience</p>	<p>Long term learning:</p> <p>What can we do with our money? What is a bank for?</p>
To understand the benefits of healthy eating and dental health	Why should I look after my teeth?	<p>What constitutes a healthy diet (including understanding calories and other nutritional content). 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).</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>Word of the lesson: diet</p>	<p>Long term learning:</p> <p>What should we do if we get lost?</p> <p>What different feelings are there?</p>
<b>Year 3 Term 3</b>	<b>Family and relationships</b>		
Link to prior learning	<p>To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.</p>		

	To understand what good manners are. To understand some stereotypes related to jobs.		
Vocabulary	Bullying communicate empathy similar stereotype sympathy trust		
Learning objectives	Context	Statutory guidance	
To know families support each other	How do families support each other? Do they ever have problems? How do they overcome these?	<p>That others' 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 characterised by love and care.</p> <p>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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Word of the lesson: stereotype</p>	<p>Long term learning:</p> <p>How can we look after our teeth?</p> <p>How can we relax?</p>
To understand that friendships can have difficulties and how to reconcile these	Have you ever fallen out with a friend? When this happens how do we deal with it?	<p><b>Caring friendships</b></p> <p>Pupils should know that:</p> <p>Most friendships have ups and downs, and that these can often be worked through so that the friendship</p>	<p>Long term learning:</p> <p>What is cyberbullying?</p>

		is repaired or even strengthened, and that resorting to violence is never right.  Word of the lesson: empathy	What should we do if someone tries to make us do something we do not want to do?
To recognise the impact of bullying	What is bullying? What impact does it have?	<b>Respectful relationships</b>  Pupils should 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  Word of the lesson: bullying	Long term learning  When should we not keep a secret?  How can we stay safe on the road?
To listen and communicate effectively	What happens if we do not listen to each other?	<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> &gt; Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> Word of the lesson: communicate	Long term learning:  What is bullying? What should we do if we are being bullied?
To identify who you can trust	Who do you trust? Why?	<ul style="list-style-type: none"> <li>• What trust is, who to trust and why and what to do if they don't trust someone or someone breaks their trust.</li> </ul>	Long term learning:  How should a family look after us?

		Word of the lesson: trust	
To recognise and respect differences	What are the differences between each other? How can we respect these?	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Long term learning:</p> <p>Who should we trust? Why are rules important?</p>
<b>Year 3 Term 5</b>	<b>Citizenship</b>		
Link to prior learning	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To understand that everyone has similarities and differences.</p>		
Vocabulary	Charity Community Consequence Council Law Recycling Rights United Nations (UN)		
Learning objectives	Context	Statutory guidance	
To begin to understand the UN convention on the rights of the child	What rights do children have?	<p>about the relationship between rights and responsibilities</p> <p>Word of the lesson: rights</p>	<p>Long term learning:</p> <p>How are we different from each other? When should we ring 999?</p>
To understand the responsibilities of both children and adults to help all children benefit from their rights	What should children and adults do for children to have their rights?	<p>about the relationship between rights and responsibilities</p> <p>Word of the lesson: law</p>	<p>Long term learning:</p> <p>How can we look after ourselves in the sun?</p>

			What is cyberbullying?
To understand the environmental benefits of recycling	Why should we recycle?	about the relationship between rights and responsibilities  Word of the lesson: recycling	Long term learning:  How can we look after the environment?  What happens if we do not listen to each other?
To understand the groups which make up the community	Who makes up our community?	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)  Word of the lesson: community	Long term learning:  Why should we recycle?  What can we injure in an accident?
To understand that charities care for others and how people can support them	What is a charity?	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  Word of the lesson: charity	Long term learning:  How can we look after the environment? Who is part of our community?

To begin to understand how democracy works in the local area	What is democracy?	Word of the lesson: democracy	Long term learning:  What is a charity?  What is bullying?
<b>Year 3 Term 6</b>	<b>Economic Wellbeing</b>		
Link to prior learning	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.		
Vocabulary	Budget Expense Feeling Qualification Stereotype		
Learning objectives	Context	Statutory guidance	
To understand the different ways to pay for things and why people might choose them	How can we pay for things?	about the different ways to pay for things and the choices people have about this  Word of the lesson: expense	Long term learning:  What is democracy? How can we save money?
To understand how to put together a budget	What is a budget?	to recognise that people make spending decisions based on priorities, needs and wants  Word of the lesson: budget	Long term learning:  How can we look after the environment? Who can be part of a family?
To recognise that money has an impact on how we feel	How can money make us feel?	To identify the ways that money can impact on people's feelings and emotions	Long term learning:  What is a budget?



		Word of the lesson: feeling	Why should we recycle?
To begin to recognise how ethics can influence our spending decisions	What can make us not want to buy something?	To learn that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)	Long term learning:  How do people relax? What should a friend be like?
To understand that there are a range of jobs available and to think about what job they might want to do	What job could you do?	to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes and L31. to identify the kind of job that they might like to do when they are older  Word of the lesson: qualification	Long term learning:  What is a charity? Who is part of a community?
To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	Are there certain jobs for certain people?	about stereotypes in the workplace and that a person's career aspirations should not be limited by them  Word of the lesson: stereotype	Long term learning:  What jobs can you think of? What is a budget?
<b>Year 4 Term 1</b>	<b>Family and Relationships</b>		
Link to prior learning	To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal.		

	<p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p>		
Vocabulary	<p>Authority bereavement bullying bystander manners permission respect stereotype</p>		
Learning objectives	Context	Statutory guidance	
To develop understanding of courtesy and manners in a range of situations	What are manners?	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>The conventions of courtesy and manners</p> <p>Word of the lesson: manners</p>	<p>Long term learning:</p> <p>What makes us unhappy in a friendship?</p> <p>What is a secret?</p>
To begin to understand the physical and emotional boundaries in friendships	What makes us good friends?	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers</p>	<p>Long term learning:</p> <p>What are manners?</p> <p>How can stop germs from spreading?</p>

		and others (including in a digital context).  Word of the lesson: respect	
To understand that my behaviour can have an impact on others	How can I make someone feel a certain way?	<b>Caring friendships</b> > Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  <b>Families and people who care for me</b> > Pupils should 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  Word of the lesson: authority	Long term learning:  What makes a good friendship?  What is cyberbullying?
To understand the impact of bullying and the responsibility of bystanders to help	What is bullying? What should you do if you know it is happening?	<b>Respectful relationships</b> > Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting	Long term learning:  Who makes up a community? Who can we trust?

		bullying to an adult) and how to get help.  Word of the lesson: bystander	
To explore stereotypes in fictional characters and think about how these might influence us	What is a stereotype?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: bullying	Long term learning:  What is bullying?  What is a bystander/
To recognise that stereotypes can relate to a number of factors	What are different stereotypes that exist?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: stereotype	Long term learning:  How can we look after the environment? What is a stereotype?
To explore how we can help following a bereavement	How do we feel when someone dies?	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That there is a normal 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.	Long term learning:  How can we look after ourselves in the sun?  What would you do if you got lost?

		How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  Word of the lesson: bereavement	
<b>Year 4 Term 3</b>	<b>Health and wellbeing</b>		
Link to prior learning	To understand ways to prevent tooth decay. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome.		
Vocabulary	Fluoride healthy mental health emotions relaxation resilience skill visualise		
Learning objectives	Context	Statutory guidance	
To understand how we can look after our teeth	How do we look after our teeth?	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist  Word of the lesson:fluoride	Long term learning:  What injuries can you have?  When would you ring 999?
To understand what relaxation feels like  To understand that relaxation techniques can be used anywhere	What ways can we relax?	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  That mental wellbeing is a normal part of daily life, in the same way as physical health.	Long term learning:  How can we look after the environment?  Why is exercise important?

		Word of the lesson: relaxation	
To develop a growth mindset and understand that mistakes are useful	What is a growth mindset? How are mistakes helpful?	That mental wellbeing is a normal part of daily life, in the same way as physical health.  Word of the lesson: resilience	Long term learning:  How do you relax?  What is recycling?
To identify my own strengths and begin to see how they can affect others	What are you good at?	The importance of self-respect and how this links to their own happiness  Word of the lesson: skill	Long term learning:  Who makes up part of a community? What is a stereotype?
To identify what's important to me and to take responsibility for my own happiness	How can you make yourself happy?	That mental wellbeing is a normal part of daily life, in the same way as physical health.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  Word of the lesson: visualise	Long term learning:  What is bullying?  What makes an happy friendship?
To understand a range of emotions	How do you feel in different situations?	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans	Long term learning:

		<p>experience in relation to different experiences and situations.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Word of the lesson: emotions</p>	<p>How can you make yourself happy?</p> <p>How can you relax?</p>
<p>To begin to understand what mental health is and who can help if I need it</p>	<p>What is mental health and why is it important?</p>	<p>Where and how to seek support (including recognising the triggers for seeking support), including 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).</p> <p>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.</p> <p>Word of the lesson: mental health</p>	<p>Long term learning:</p> <p>Name some different emotions.</p> <p>What should you do if you don't want to do something that someone is asking you to do?</p>
<p><b>Year 4 Term 4</b></p>	<p><b>Economic Wellbeing</b></p>		
<p>Link to prior learning</p>	<p>To understand that there are different ways to pay for things.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>		

Vocabulary	Bank balance    Bank statement    Career    Debit card		
Learning objectives	Context	Statutory guidance	
To begin to understand what makes something good value for money	What makes something worth buying?	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' Word of the lesson: debit card	Long term learning:  What is a bank for?  What do we need to make us happy?
To begin to understand the importance of keeping track of money	How can we keep track on our money?	to recognise that people make spending decisions based on priorities, needs and wants and L21. different ways to keep track of money Word of the lesson: bank balance	Long term learning:  What is recycling?  What can we use the internet for?
To understand ways money can be lost and how this makes people feel	How can we lose money?	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe Word of the lesson: bank statement	Long term learning:  How can we keep safe on the internet?  What type of secret should we not keep?
To understand that people's decisions about their careers	What makes someone decide to do a certain job?	about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or	Long term learning:  What is a budget?



can be influenced by a variety of things		businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) and L31. to identify the kind of job that they might like to do when they are older  Word of the lesson: career	How do people lose money?
To understand that many people will have more than one job or caree	Do you have to only ever have 1 job?	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	Long term learning:  What different jobs can people have?  What is a stereotype?
<b>Year 4 Term 5</b>	<b>Citizenship</b>		
Link to prior learning	To understand the UN Convention on the Rights of the Child. To understand the role of charities in the community		
Vocabulary	Authority Cabinet Community Diversity Volunteer Environment Human rights Protect Reuse United Nations/UN		
Learning objectives	Context	Statutory guidance	
To begin to understand the Human Rights convention	What are human rights?	to recognise there are human rights, that are there to protect everyone (This lesson is based on content from Amnesty International)  Word of the lesson: Human rights	Long term learning:  Why do we have rules? What should a bystander do if they see someone being bullied?

To understand how reusing items benefits the environment	What items can be reused?	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)  Word of the lesson: reuse	Long term learning:  What are human rights? What is recycling?
To understand the role of groups in the wider community	What role do you and others play in your community?	about the different groups that make up their community; what living in a community means  Word of the lesson: community	Long term learning:  Why are rules important? Who makes up our community?
To understand the contribution groups make to a community	What do different people bring to a community?	about the different groups that make up their community; what living in a community means  Word of the lesson: volunteer	Long term learning:  What are the differences in people?  How can we relax?
To understand the value of diversity in a community	Is everyone in our community the same?	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Word of the lesson: diversity	Long term learning:  How do we look after our teeth?  How can we prevent germs from spreading?
<b>Year 4 Term 6</b>	<b>Safety and changing body</b>		

Link to prior learning	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the rules for being safe near roads.</p> <p>To understand that other people can influence our choices.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>		
Vocabulary	Age restriction	Asthma	Law    Protect    Public    Tobacco
Learning objectives	Context	Statutory guidance	
To understand that age restrictions are designed to protect us	Why are their age limits?	<p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Word of the lesson: age restriction</p>	<p>Long term learning:</p> <p>How can we look after the environment?</p> <p>How can we stay safe on the internet?</p>
To understand the benefits and risks of sharing material online	How can sharing online be a good and bad thing?	<p>That for most people the internet is an integral part of life and has many benefits</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Where and how to report concerns and get support with issues online</p> <p><b>Online relationships;</b> How information and data is shared and used online</p> <p>Word of the lesson: public</p>	<p>Long term learning:</p> <p>What should we do if someone is asking us to do something we do not want to do?</p> <p>How do we keep ourselves safe in the sun?</p>

<p>To understand how to help someone with asthma</p>	<p>How can we help someone who has asthma?</p>	<p>how to make a clear and efficient call to emergency services if necessary  concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Word of the lesson: asthma</p>	<p>Long term learning:</p> <p>What should we not share online?</p> <p>When should we ring 999?</p>
<p>To develop understanding of privacy and the difference between secrets and surprises</p>	<p>What things should be kept private?</p>	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Word of the lesson: protect</p>	<p>Long term learning:</p> <p>How can we help someone with asthma?</p> <p>What should we do if we get lost?</p>
<p>To understand that not all information on search engines is valuable</p>	<p>Is everything we read online reliable?</p>	<p>Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Long term learning:</p> <p>How can we look after the environment?  What is cyberbullying?</p>
<p>To begin to understand the risks of smoking and the</p>	<p>What are the dangers related to smoking?</p>	<p>The facts about legal and illegal harmful substances and associated risks, including</p>	<p>Long term learning:</p> <p>Should we trust everything we read online?</p>

benefits of being a non-smoke		smoking, alcohol use and drug-taking  Word of the lesson: tobacco	How can we help someone with asthma?
<b>Year 5 Term 1 &amp; 2</b>	<b>Family and Relationships</b>		
Link to prior learning	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability. To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		
Vocabulary	Attributes bullying bystander cyberbullying marriage secret wedding		
Learning objectives	Context	Statutory guidance	
To understand how to form and maintain positive relationship	How can we develop good relationships with other people?	<b>Caring friendships</b> >Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems Word of the lesson: respect	Long term learning:  What are the dangers related to smoking?  What makes an unhappy friendship?
To explore the ups and downs of friendships.	What happens when friendships do not work?	How important friendships are in making us feel happy and secure, and how people choose and make friends That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even	Long term learning:  How should families look after us?  What is bullying?

		strengthened, and that resorting to violence is never right  Word of the lesson: communicate	
To understand the concept of marriage	What is marriage?	Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Word of the lesson: wedding	Long term learning:  What members of the family can you have?  What feelings can you have?
To begin to understand self-respect	What is self-respect?	Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Word of the lesson: self respect	Long term learning:  How can we relax?  How can we look after our teeth?
To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.	Does our family always make us happy?	<b>Families and people who care for me &gt;</b> Pupils should know that others' 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 characterised by love and care.	Long term learning:  What is self-respect?  What is a marriage?

		<p><b>Families and people who care for me</b> &gt; Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Word of the lesson: secret</p>	
To understand more about bullying and how to get help	How can we seek help if we are being bullied?	<p><b>Respectful relationships</b> &gt; Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Word of the lesson: bystander</p>	<p>Long term learning:</p> <p>What is cyberbullying?</p> <p>How can a family not make us happy?</p>
To recognise how attitudes to gender have changed over time.	What did people think about men and women in the past?	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Word of the lesson: stereotype</p>	<p>Long term learning:</p> <p>What is a stereotype?</p> <p>What are manners/</p>
To explore the impact of stereotypes and	What is discrimination?	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>Long term learning:</p> <p>Who makes up our community?</p>

how they can lead to discrimination		Word of the lesson: discrimination	How are people different from each other?
<b>Year 5 Term 3</b>	<b>Economic Wellbeing</b>		
Link to prior learning	To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.		
Vocabulary	Discrimination	Expenditure	Giving back
Learning objectives	Income	Interest	Repayment
	Context	Statutory guidance	
To understand that a loan can be a way to pay for things but that it needs to be repaid	What is a loan?	about the different ways to pay for things and the choices people have about this and L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  Word of the lesson: loan	Long term learning:  What is a budget?  How can we look after our money?
To understand income and expenditure and how to track money	How can you keep track of money?	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and L21. different ways to keep track of money  Word of the lesson: income	Long term learning:  What is a loan?  What can be recycled?
To understand some risks associated with money	What risks are there associated with having money?	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe and L23. about the	Long term learning:  How can we look lose money?



		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  Word of the lesson: expenditure	When should we ring 999?
To understand how to put together a weekly budget	How do you create a budget?	to recognise that people make spending decisions based on priorities, needs and wants and L24. to identify the ways that money can impact on people's feelings and emotions  Word of the lesson: repayment	Long term learning:  What are some risks with money?  How can we keep safe online?
To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations	What stereotypes exist in the world of work?	about stereotypes in the workplace and that a person's career aspirations should not be limited by them  Word of the lesson: discrimination	Long term learning:  What is a stereotype?  What jobs can people have?
<b>Year 5 Term 4</b>	<b>Citizenship</b>		
Link to prior learning	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community		
Vocabulary	Defendant      Environment      Freedom of expression      Government House of Commons      Human rights      Judge      Jury      Member of Parliament (MP) Parliament      Prime Minister      Trial		
Learning objectives	Context	Statutory guidance	

<p>To begin to understand what happens when the law is broken</p>	<p>What happens if someone breaks the law?</p>	<p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Word of the lesson: trial</p>	<p>Long term learning:</p> <p>Why are rules important?</p> <p>How can we relax?</p>
<p>To explore the links between rights and responsibilities</p>	<p>What is the different between rights and responsibilities?</p>	<p>about the relationship between rights and responsibilities.</p> <p>Word of the lesson: Human rights</p>	<p>Long term learning:</p> <p>How can we look after the environment?</p> <p>What are human rights?</p>
<p>To understand how reducing our use of materials and energy will help the environment</p>	<p>How can we reduce energy we use?</p>	<p>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>Word of the lesson: Environment</p>	<p>Long term learning</p> <p>What can be re-used?</p> <p>What can happen if you break the law?</p>
<p>To understand how we recognise and value the contribution people make to the community</p>	<p>What do different people in our community do to support it?</p>	<p>to value the different contributions that people and groups make to the community.</p> <p>Word of the lesson: freedom of expression</p>	<p>Long term learning:</p> <p>How can people different?</p> <p>What is discrimination?</p>

To begin to understand how parliament works	What is parliament?	Word of the lesson: Parliament	Long term learning: What happens if we break the law? What is a marriage?
<b>Year 5 Term 5</b>	<b>Health and Wellbeing</b>		
Link to prior learning	Developing independence in looking after my teeth. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.		
Vocabulary	Fail goal protect relaxation responsibility steps		
Learning objectives	Context	Statutory guidance	
To understand the benefits of sleep	Why is sleep important?	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  Word of the lesson: relaxation	Long term learning: How can we look after the environment?  How do we relax?
To understand the purpose of failure	Why is it important to fail?	Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.  Word of the lesson: fail	Long term learning: Why are rules important?  How can we look after money?

<p>Learn how to set short-term, medium-term and long-term goals</p>	<p>How can we set ourselves goals for the future?</p>	<p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcome</p> <p>Word of the lesson: goal</p>	<p>Long term learning:</p> <p>How can we relax?</p> <p>Who can we trust?</p>
<p>To take responsibility for their own feelings and actions and to use vocabulary to describe these</p>	<p>How can we ensure that we recognise our own feelings?</p>	<p>Pupils should know:</p> <p>That there is a normal 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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Word of the lesson: responsibility</p>	<p>Long term learning</p> <p>What different emotions are there?</p> <p>What should you do if someone tries to make you do something you do not want to?</p>
<p>To understand and be able to plan healthy meals</p>	<p>What is a healthy meal?</p>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> </ul>	<p>Long term learning:</p> <p>Why is exercise important?</p> <p>How can a family make us happy?</p>

		<ul style="list-style-type: none"> <li>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)</li> </ul>	
		Word of the lesson: steps	
To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection	Why do we need to protect ourselves from the sun?	<ul style="list-style-type: none"> <li>Health and prevention &gt; about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>Word of the lesson: protect</li> </ul>	<p>Long term learning:</p> <p>What does eating healthily mean?</p> <p>How can we prevent the spread of germs?</p>
<b>Year 5 Term 6</b>	<b>Safety and changing body</b>		
Link to prior learning	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco</p>		
Vocabulary	Attraction	Decision	Friend Influence
Learning objectives	Context	Statutory guidance	
To begin to understand some issues related to online friendships	What are the risks of having online friends?	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	<p>Long term learning:</p> <p>What is cyberbullying?</p>

including the impact of their actions		How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  Word of the lesson: influence	Can we trust everything we read online?
To learn about staying safe online.	What ways can we stay safe online?	Word of the lesson: decision	Long term learning:  How can a family make us unhappy?  What makes a good friend?
To understand how to help someone who is bleeding.	How can we help someone who is bleeding?	How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries  Word of the lesson: compression	Long term learning:  How can we stay safe online?  When should we ring 999?
To begin to understand the influence others have on us and how we can make our own decisions	What is peer pressure?	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking  Word of the lesson: peer pressure	Long term learning:  How can we help someone with asthma?  How can we help someone who is bleeding?

Year 6 Term 1	Economic wellbeing		
Link to prior learning	To know some ways that people lose money.		
	Gambling	PIN	Qualities Responsibility Skill
Learning objectives	Context	Statutory guidance	
To understand attitudes and feelings around money	How you feel about having money?	<p>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>Word of the lesson: responsibility</p>	
To understand how to keep money in bank accounts safe	How can we keep our money safe?	<ul style="list-style-type: none"> <li>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul> <p>Word of the lesson: PIN</p>	
To begin to understand the risks associated with gambling	What is gambling?	<ul style="list-style-type: none"> <li>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 and L22. about risks associated with money</li> </ul>	

		(e.g. money can be won, lost or stolen) and ways of keeping money safe Word of the lesson: gambling	
To understand the range of jobs people might do	What job do you want to do when you are an adult?	<ul style="list-style-type: none"> <li>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) and 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</li> </ul> Word of the lesson: skill	Long term learning: What is a loan? What is gambling?
To understand the different routes available into careers	How do you get into certain careers?	<ul style="list-style-type: none"> <li>. 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 and</li> </ul>	Long term learning: What different jobs are there? What is discrimination?



		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) Word of the lesson: qualities									
<b>Year 6 Term 2</b>	<b>Citizenship</b>										
Link to prior learning	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.										
Vocabulary	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Authority</td> <td>Conflict</td> <td>Earn</td> <td>Expectation</td> </tr> <tr> <td>Protected characteristics</td> <td>Resolve</td> <td>Respect</td> <td>Stereotype</td> </tr> </table>			Authority	Conflict	Earn	Expectation	Protected characteristics	Resolve	Respect	Stereotype
Authority	Conflict	Earn	Expectation								
Protected characteristics	Resolve	Respect	Stereotype								
Learning objectives	Context	Statutory guidance									
To understand human rights, including the right to education.	What rights do children have?	L2. to recognise there are human rights, that are there to protect everyone  Word of the lesson: protected characteristics	Long term learning:  What are human rights?  What happens if you break the law?								
To understand some environmental issues relating to food and food production	How can the food we eat help the environment?	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  Word of the lesson: environment	Long term learning:  How can we relax?  How can we look after our teeth?								

To understand how to show care and concern for others	How can we care for others?	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  Word of the lesson: respect	Long term learning:  How can we look after the environment?  What is a balanced diet?
To recognise prejudice and discrimination and learn how this can be challenged	What is being prejudice?	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced  Word of the lesson: prejudice	Long term learning:  Why is exercise important?  How can we look after ourselves in the sun?
To understand diversity and the value different people bring to a community	How would we recognise diversity in a community?	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  Word of the lesson: steretype	Long term learning:  What is being prejudice?  What should we do if someone is being bullied?
To begin to understand how government works	How does the government work?	Word of the lesson: authority	Long term learning:  What is parliament?  How can we recognise diversity in a community?
<b>Year 6 Term 3</b>	<b>Health and wellbeing</b>		

Link to prior learning	<p>To understand the risks of sun exposure.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p>		
Vocabulary	Habit qualities growth mindset responsibility skill		
Learning objectives	Context	Statutory guidance	
To identify long term goals and how to work towards them	What goals do you have for the future?	<ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities and H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul> <p>Word of the lesson:skill</p>	<p>Long term learning:</p> <p>What can we recycle?</p> <p>What can we reduce the use of?</p>
To use mindfulness to manage emotions	How can we use mindfulness?	<ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> <p>Word of the lesson: growth mindset</p>	<p>Long term learning:</p> <p>How can we relax?</p> <p>How can we be a good friend?</p>
To understand and plan for a healthy lifestyle	How can you plan a healthy lifestyle for the future?	<ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<p>Long term learning:</p> <p>How can we look after our teeth?</p>

		<ul style="list-style-type: none"><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including 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).</li><li>• 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</li></ul>	What is self-respect?
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		available, especially if accessed early enough.	
		Word of the lesson: habit	
To understand the potential impact of technology on physical and mental health	What role does technology play in our mental health?	<ul style="list-style-type: none"> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> </ul>	<p>Long term learning:</p> <p>What is cyberbullying?</p> <p>Who can we trust?</p>
		Word of the lesson: responsibility	

<p>To understand what happens when we are ill and begin to understand when to seek support</p>	<p>What should we do if we feel ill?</p>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Word of the lesson: illness</p>	<p>Long term learning:</p> <p>How can we help someone with asthmas?</p> <p>How can help someone who is bleeding?</p>
<p><b>Year 6 Term 4 &amp; 5</b></p>	<p><b>Family and relationships</b></p>		
<p>Link to prior learning</p>	<p>To know that marriage is a legal commitment and is a choice people can make.          To know that if I have a problem, I can call ChildLine on 0800 1111.          To understand what might lead to someone bullying others.          To know what action a bystander can take when they see bullying.          To know that stereotypes can be unfair, negative and destructive.          To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability</p>		
<p>Vocabulary</p>	<p>Authority    conflict    earn    resolve    respect    stereotype    grieving</p>		
<p>Learning objectives</p>	<p>Context</p>		<p>Statutory guidance</p>
<p>To understand what we mean by respect</p>	<p>Why is showing respect important?</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn</p>	<p>Long term learning:</p> <p>What should we do if we feel ill?</p>

and why it is important		they should show due respect to others, including those in positions of authority.  Word of the lesson: respect	When should we ring 999?
To understand that respect is two-way and how we treat others is how we can expect to be treated	Why should we treat others how we want to be treated?	Pupils should know practical steps they can take in a range of different contexts to improve or support respectful relationship  Word of the lesson: earn	Long term learning:  What is a stereotype?  Why is it important to show respect?
To explore other people's attitudes and ideas and to begin to challenge these	Does everyone think the same as we do?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: conflict	Long term learning:  What is discrimination?  What is being prejudice?
To understand stereotypes and be able to share information on them	What dangers are linked to stereotypes?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: stereotype	Long term learning:  What jobs can people do?  What are the differences between people?

<p>To resolve disputes and conflict through negotiation and compromise</p>	<p>How can we use negotiation and compromise to help in difficult situations?</p>	<p>Pupils should know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Word of the lesson: resolve</p>	<p>Long term learning:</p> <p>What is peer pressure?</p> <p>What types of secrets should not be kept?</p>
<p>To begin to understand the process and emotions relating to grief.</p>	<p>How do we feel when we are grieving?</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That there is a normal 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.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Word of the lesson: gireving</p>	<p>Long term learning:</p> <p>How can our families care for us?</p> <p>What can our families do that makes us unhappy?</p>
<p><b>Year 6 Term 6</b></p>	<p><b>Safety and changing body</b></p>		



Link to prior learning	<p>To know the steps to take before sending a message online (using the THINK mnemonic).          To know some of the possible risks online.          To know some strategies I can use to overcome pressure from others and make my own decisions.          To know how to assess a casualty's condition.</p> <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> </ul> <p>how to ask for advice and support about growing and changing and puberty</p>		
Vocabulary	Alcohol     reliable     cyberbullying		
Learning objectives	Context	Statutory guidance	
To begin to understand the risks of alcohol.	What are the risks related to drinking alcohol?	<p>Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Word of the lesson: alcohol</p>	<p>Long term learning:</p> <p>What are the risks with tobacco?</p> <p>What should you do if you feel ill?</p>
To start to become a discerning consumer of information online.	How can we ensure what we read online is reliable?	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Word of the lesson: reliable</p>	<p>Long term learning:</p> <p>Is everything we read online reliable?</p> <p>How can we stay safe online?</p>
To understand that online relationships should be treated in the same way as	How should we treat others online?	The importance of permission-seeking and giving in relationships with friends, peers and adults	<p>Long term learning:</p> <p>What is cyberbullying?</p> <p>What should we do if we know</p>

<p>face to face relationships</p>		<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Word of the lesson: cyberbullying</p>	<p>someone is being bullied?</p>
<p>To understand how to help someone who is unresponsive.</p>	<p>What should you do if someone is not responding?</p>	<p>How to make a clear and efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Long term learning:</p> <p>How can you help someone who is bleeding?</p> <p>When should you ring 999?</p>
<p>To recognise the importance of a loving relationship when entering into a sexual relationship</p>	<p>Are all loving relationships the same? What does a marriage look like? 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</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

		<p>gender, ethnicity or faith; the way couples care for one another</p> <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>	<ul style="list-style-type: none"> <li>•</li> </ul>