

**Bryn Offa CE Primary
School
Curriculum Map**

PSHE in Bryn Offa Vision

This PSHE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world. At Bryn Offa, we want to ensure that our children leave knowing how to manage their mental and physical health, maintain safe and respectful relationships and understand how they can contribute positively in the wider world.

From September 2020, the Department for Education has made 'Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools'. **Please read the end of primary school expectations which are at the end of this document.**

This curriculum has been informed by the PSHE Association's Programme of Study.

Resources

For each unit title below, there are a set of 6 lesson packs which include everything you need to deliver the sessions. These are available in the Staff Shared Drive in the PSHE Curriculum folder. In addition, resources which have come highly recommended by the PSHE association are also available in the folder and can be used instead of, or in addition to.

CPD and support

Bryn Offa have the support of an Education Health and Wellbeing Practitioner who is part of the Bee U Partnership. Regular contact will help ensure that children we have concerns about can be referred to receive help. Please let the Mental Health and Wellbeing Lead know of any concerns you have with a child.

Class 5

Cycle A
Even academic years e.g.2018, 2020

Autumn

Relationships

Autumn 1 Think Positive

- To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To consider what positively and negatively affects their physical, mental and emotional health.
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To learn that their actions affect themselves and others
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Autumn 2 VIPs

- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To know that their actions affect themselves and others.
- To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise that their actions affect themselves and others
- To recognise and respond appropriately to a wider range of feelings in others.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.
- To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something

Spring

Living in the Wider World

Spring 1 One World

- To know that they have different kinds of responsibilities rights and duties at home, in school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

Spring 2 Respecting Rights

- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).
- To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010)
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
- To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.
- To consider the lives of people living in other places, and people with different values and customs.
- To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Summer

Health and Wellbeing

Summer 1 Safety First

- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.
- To differentiate between the terms, 'risk', 'danger' and 'hazard'.
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- To identify strategies for keeping physically and emotionally safe
- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- To recognise and manage 'dares'
- To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- To learn about school health and safety rules, basic emergency aid procedures, where and how to get help.

Summer 2

RSE is delivered in the Summer term. Year groups are taught together on the following topics.

Year 5- 'Respect Yourself'

Puberty 322

Menstruation 325

Year 6- 'Respect Yourself'

-Reproduction 329

- Pregnancy 332

- Puberty Quiz 334

- Menstruation Cards 335

- Menstruation Questions 336

- Puberty Myths 338

- X-ray Reproductive System 339

- How a Baby is Made 341

- Reproduction Parts of the Body 342

- Nine Months 343

- How a Baby is Born 344

- Conception and Pregnancy Quiz 346

- Puberty and Reproduction Information 348

- Healthy Mum and Healthy Baby 349

Complemented by appropriate lessons from the 'Growing Up' (year 6) and It's My Body'(year 5) units.

dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.

- To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Growing Up (Year 6)

- How their body will, and their emotions may, change as they approach and move through puberty
- To learn about ways in which puberty can affect us emotionally.
- To understand the influences around us that affect body image and the way we see ourselves
- To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.
- To learn that forcing anyone to marry is a crime: that support is available to protect and prevent people from being forced into marriage and know how to get support for themselves or others.
- To understand the term sexual relationship
- To learn about human reproduction.

Class 5	Autumn	Spring	Summer
<p style="text-align: center;">Cycle B Odd academic years e.g.2019, 2021</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 TEAM</p> <ul style="list-style-type: none"> To know that their actions affect themselves and others. To work collaboratively towards shared goals To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To recognise and respond appropriately to a wider range of feelings in others To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. <p>Autumn 2 Be Yourself</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. 	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 Britain</p> <ul style="list-style-type: none"> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies To understand what being part of a community means to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; To continue to develop the skills to exercise these responsibilities To understand why and how rules and laws that protect themselves and others are made and enforced To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities To learn what democracy is, and about the basic institutions that support it locally and nationally. <p>Spring 2 Money Matters</p> <ul style="list-style-type: none"> To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT) 	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 Aiming High</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals To face new challenges positively by collecting information, looking for help, making responsible choices and taking action To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To recognise and challenge stereotypes. To understand what is meant by enterprise and begin to develop enterprise skills. To work collaboratively towards shared goals <p>Summer 2 <i>RSE is delivered in the Summer term. Year groups are taught together on the following topics.</i></p> <p>Year 5-'Respect Yourself' Puberty 322 Menstruation 325</p> <p>Year 6- 'Respect Yourself' -Reproduction 329 - Pregnancy 332 - Puberty Quiz 334 - Menstruation Cards 335 - Menstruation Questions 336 - Puberty Myths 338 - X-ray Reproductive System 339 - How a Baby is Made 341 - Reproduction Parts of the Body 342 - Nine Months 343 - How a Baby is Born 344 - Conception and Pregnancy Quiz 346 - Puberty and Reproduction Information 348 - Healthy Mum and Healthy Baby 349</p> <p><i>Complemented by appropriate lessons from the 'Growing Up' (year 6) and It's My Body'(year 5) units.</i></p> <p>It's My Body (year 5)</p> <ul style="list-style-type: none"> To know about taking care of their body, understanding that they have the right to protect their body from inappropriate

- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To approach challenges positively by collecting information, looking for help, making responsible choices and taking action.
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To understand what positively and negatively affects their physical, mental and emotional health.
- To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- To understand what is meant by the term 'habit' and why habits can be hard to change
- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- To explore and critique how the media present information
- To recognise and challenge stereotypes

Class 4	Autumn	Spring	Summer
<p style="text-align: center;">Cycle A Even academic years e.g.2018, 2020</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 2 VIPs</p> <ul style="list-style-type: none"> To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others To be aware of different types of relationship, including those between acquaintances, friends, relatives and families To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). <p>Autumn 2 Think Positive</p> <ul style="list-style-type: none"> To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To learn how their body will, and their emotions may, change as they approach and move through puberty To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. 	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 One World</p> <ul style="list-style-type: none"> To consider the lives of people living in other places and people with different values and customs. To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. To recognise and challenge stereotype. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. <p>Spring 2 Respecting Rights</p> <ul style="list-style-type: none"> To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To know what democracy is, and about the basic institutions that support it locally and nationally. 	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 Safety First</p> <ul style="list-style-type: none"> To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe To differentiate between the terms, 'risk', 'hazard' and 'danger'. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To learn strategies for keeping physically and emotionally safe. To recognise, predict and assess risks in different situations and decide how to manage them responsibly. To learn school rules about health and safety, basic emergency aid procedures, where and how to get help To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise and manage 'dares' To have strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). To differentiate between the terms, 'risk', 'hazard' and 'danger'. To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

- To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

- To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.
- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Summer 2

RSE is delivered in the Summer term. Year groups are taught together on the following topics.

Year 4- 'Respect Yourself'

Knowing our Bodies 311

- Same but Different 314

- How do we Change 315

Year 5- 'Respect Yourself'

Puberty 322

Menstruation 325

Complemented by appropriate lessons from the 'Growing Up' (Year 4) and It's My Body'(Year 5) unit.

Growing up (Year 4)

- To learn about human reproduction
- To learn how their body will, and emotions may, change as they approach and move through puberty.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation
- To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

Class 4	Autumn	Spring	Summer
<p style="text-align: center;">Cycle B Odd academic years e.g.2019, 2021</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 TEAM</p> <ul style="list-style-type: none"> To know that their actions affect themselves and others. To work collaboratively towards shared goals To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To recognise and respond appropriately to a wider range of feelings in others To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. <p>Autumn 2 Be Yourself</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. 	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 Britain</p> <ul style="list-style-type: none"> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies To understand what being part of a community means to learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; To continue to develop the skills to exercise these responsibilities To understand why and how rules and laws that protect themselves and others are made and enforced To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities To learn what democracy is, and about the basic institutions that support it locally and nationally. <p>Spring 2 Money Matters</p> <ul style="list-style-type: none"> To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT) 	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 Aiming High</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals To face new challenges positively by collecting information, looking for help, making responsible choices and taking action To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To recognise and challenge stereotypes. To understand what is meant by enterprise and begin to develop enterprise skills. To work collaboratively towards shared goals <p>Summer 2 <i>RSE is delivered in the Summer term. Year groups are taught together on the following topics.</i></p> <p>Year 4- 'Respect Yourself' Knowing our Bodies 311 - Same but Different 314 - How do we Change 315</p> <p>Year 5-'Respect Yourself' Puberty 322 Menstruation 325</p> <p><i>Complemented by appropriate lessons from the 'Growing Up' (year 4) and 'It's My Body'(year 5) unit.</i></p> <p>It's My Body</p> <ul style="list-style-type: none"> To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' To understand what positively and negatively affects their physical, mental and emotional health. To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that

- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To approach challenges positively by collecting information, looking for help, making responsible choices and taking action.
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

some are restricted and some are illegal to own, use and give to others

- To understand what is meant by the term 'habit' and why habits can be hard to change
- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- To explore and critique how the media present information
- To recognise and challenge stereotypes

Class 3	Autumn	Spring	Summer
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle A</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Even academic years e.g.2018, 2020</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 Growing Up</p> <ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) learn ways in which we are unique identify and respect the differences and similarities between people about the process of growing from young to old and how people's needs change about growing and changing and new opportunities and responsibilities that increasing independence may bring about change and loss and the associated feelings (including moving home, losing toys, pets or friends) think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals <p>Autumn 2 VIPs</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them identify their special people (family, friends, carers), what makes them special and how special people should care for one another to offer constructive support and feedback to others communicate their feelings to others, to recognise how others show feelings and how to respond listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) recognise when people are being unkind either to them or others, how to respond, who to tell and what to say recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<p>Spring 1 One World</p> <ul style="list-style-type: none"> identify and respect the differences and similarities between people identify their special people (family, friends and carers), what makes them special and how special people should care for one another understand that they belong to different groups and communities such as family and school understand ways in which we are the same as all other people; what we have in common with everyone else understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed) To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Spring 2- Respecting Rights</p> <ul style="list-style-type: none"> know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) recognise what is fair and unfair, kind and unkind, what is right and wrong recognise ways in which we are the same as all other people; what we have in common with everyone else recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to recognise that their behaviour can affect other people know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) identify and respect the differences and similarities between people. 	<p>Summer 1 Safety First</p> <ul style="list-style-type: none"> to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets to know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to know about the ways that pupils can help the people who look after them to more easily protect them to know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety to know that household products, including medicines, can be harmful if not used properly. to know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency to understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). to know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. <p>Summer 2 Think Positive</p> <ul style="list-style-type: none"> to learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health to recognise that choices can have good and not-so-good consequences to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong.

- recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
 - know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- recognise that their behaviour affects other people

- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
 - to know how they can contribute to the life of the classroom and school
- to understand that they belong to different groups and communities, such as family and school

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

Class 3	Autumn	Spring	Summer
<p style="text-align: center;">Cycle B Odd academic years e.g.2019, 2021</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 TEAM</p> <ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement that their actions affect themselves and others to work collaboratively towards shared goals to recognise and respond appropriately to a wider range of feelings in others to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities <p>Autumn 2 Be Yourself</p> <ul style="list-style-type: none"> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others what positively and negatively affects their physical, mental and emotional health about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement to recognise and respond appropriately to a wider range of feelings in others to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong to recognise and manage 'dares' to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves to recognise and challenge stereotypes to explore and critique how the media present information that their actions affect themselves and others 	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 Britain</p> <ul style="list-style-type: none"> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules that these universal rights are there to protect everyone and have primacy both over national law and family and community practices that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people to consider the lives of people living in other places, and people with different values and customs <p>Spring 2 Money Matters</p> <ul style="list-style-type: none"> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) to explore and critique how the media present information 	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 It's My Body</p> <ul style="list-style-type: none"> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support to judge what kind of physical contact is acceptable or unacceptable and how to respond the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet what democracy is, and about the basic institutions that support it locally and nationally; what positively and negatively affects their physical, mental and emotional health to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these that bacteria and viruses can affect health and that following simple routines can reduce their spread to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience to recognise how their increasing independence brings increased responsibility to keep themselves and others safe . which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others what is meant by the term 'habit' and why habits can be hard to change <p>Summer 2 Aiming High</p> <ul style="list-style-type: none"> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

- . to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- to recognise and challenge stereotypes

Class 2	Autumn	Spring	Summer
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle A</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Even academic years e.g.2018, 2020</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 Growing Up</p> <ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) learn ways in which we are unique identify and respect the differences and similarities between people about the process of growing from young to old and how people's needs change about growing and changing and new opportunities and responsibilities that increasing independence may bring about change and loss and the associated feelings (including moving home, losing toys, pets or friends) think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals <p>Autumn 2 VIPs</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them identify their special people (family, friends, carers), what makes them special and how special people should care for one another to offer constructive support and feedback to others communicate their feelings to others, to recognise how others show feelings and how to respond listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) recognise when people are being unkind either to them or others, how to respond, who to tell and what to say recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 One World</p> <ul style="list-style-type: none"> identify and respect the differences and similarities between people identify their special people (family, friends and carers), what makes them special and how special people should care for one another understand that they belong to different groups and communities such as family and school understand ways in which we are the same as all other people; what we have in common with everyone else understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed) To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Spring 2- Respecting Rights</p> <ul style="list-style-type: none"> know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) recognise what is fair and unfair, kind and unkind, what is right and wrong recognise ways in which we are the same as all other people; what we have in common with everyone else recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to recognise that their behaviour can affect other people know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 Safety First</p> <ul style="list-style-type: none"> to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets to know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to know about the ways that pupils can help the people who look after them to more easily protect them to know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety to know that household products, including medicines, can be harmful if not used properly. to know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency to understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). to know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. <p>Summer 2 Think Positive</p> <ul style="list-style-type: none"> to learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health to recognise that choices can have good and not-so-good consequences to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong.

- recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- recognise that their behaviour affects other people

- identify and respect the differences and similarities between people.
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to know how they can contribute to the life of the classroom and school
- to understand that they belong to different groups and communities, such as family and school

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

Class 2	Autumn	Spring	Summer
<p style="text-align: center;">Cycle B Odd academic years e.g.2019, 2021</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 TEAM</p> <ul style="list-style-type: none"> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another that they belong to different groups and communities such as family and school to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise what is fair and unfair, kind and unkind, what is right and wrong to offer constructive support and feedback to others to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals to recognise that their behaviour can affect other people <p>Autumn 2 Be Yourself</p> <ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ways in which they are all unique; understand that there has never been and will never be another 'them' to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to communicate their feelings to others, to recognise how others show feelings and how to respond to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <p>about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 1 Britain</p> <ul style="list-style-type: none"> how they can contribute to the life of the classroom and school that they belong to different groups and communities such as family and school to recognise that their behaviour can affect other people to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to identify and respect the differences and similarities between people ways in which we are the same as all other people; what we have in common with everyone else <p>Spring 2 Money Matters</p> <ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices <p>about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 It's My Body</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences the importance of, and how to, maintain personal hygiene how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading that household products, including medicines, can be harmful if not used properly rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety <p>Summer 2 Aiming High</p> <ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about growing and changing and new opportunities and responsibilities that increasing independence may bring to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
 - to identify and respect the differences and similarities between people
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Cycle A
Even academic years e.g.2018, 2020

Class 1	Autumn	Spring	Summer
	<p style="text-align: center;">I Belong</p> <p>All about me Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Initiates conversations, attends to and takes account of what others say. <p>Self-confidence and Self-awareness:</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. <p>Class Rules Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. <p style="text-align: center;">Its Good to Share</p> <p>Turn taking Making relationships</p> <ul style="list-style-type: none"> Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. <p>Managing feeling and behaviours</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p style="text-align: center;">Fabulous Friends</p> <p>Friendship Potion Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. <p>Friendship Bracelet Making relationships</p> <ul style="list-style-type: none"> Form positive relationships with adults and other children. <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. 	<p style="text-align: center;">Super Me</p> <p>Self-Esteem Shield Making relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities <p style="text-align: center;">My Marvellous Mind</p> <p>Breathing Wand Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. <p>Gratitude Wall Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions <p>Mindful Walk Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions <p>What am I grateful for? Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. <p>How I Feel</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable 	<p style="text-align: center;">Changing Me</p> <p>My Special Box Making relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities. <p>Look What I Can Do</p> <p>Yes, I Can</p> <ul style="list-style-type: none"> Children are confident to try new activities, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

- Understands that own actions affect other people - for example, becomes upset or tries to comfort another child when they realise they have upset them.

Class 1	Autumn	Spring	Summer
<p style="text-align: center;">Cycle B Odd academic years e.g.2019, 2021</p>	<p style="text-align: center;">Relationships</p> <p>Autumn 1 TEAM</p> <ul style="list-style-type: none"> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another that they belong to different groups and communities such as family and school to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise what is fair and unfair, kind and unkind, what is right and wrong to offer constructive support and feedback to others to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals to recognise that their behaviour can affect other people <p>Autumn 2 Be Yourself</p> <ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ways in which they are all unique; understand that there has never been and will never be another 'them' to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to communicate their feelings to others, to recognise how others show feelings and how to respond to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class <p>about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p style="text-align: center;">Living in the Wider World</p> <p>Spring 2 Britain</p> <ul style="list-style-type: none"> how they can contribute to the life of the classroom and school that they belong to different groups and communities such as family and school to recognise that their behaviour can affect other people to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to identify and respect the differences and similarities between people ways in which we are the same as all other people; what we have in common with everyone else <p>Spring 2 Money Matters</p> <ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices <p>about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Summer 1 It's My Body</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences the importance of, and how to, maintain personal hygiene how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading that household products, including medicines, can be harmful if not used properly rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety <p>Summer 2 Aiming High</p> <ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about growing and changing and new opportunities and responsibilities that increasing independence may bring to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
 - to identify and respect the differences and similarities between people
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

End of Primary Expectations set out by the Department for Education

RELATIONSHIPS

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness

- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- 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
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

HEALTH

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Mental wellbeing

Pupils should know:

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

- 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 recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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)
- 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

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- 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
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- 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
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- 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

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle