

PSHE Long term plan

F1	AU1	AU2	SP1	SP2	SU1	SU2
Self-regulation	<p>-Find ways of managing transitions, for example from their parent to their key person. Vocabulary: teacher, mummy, daddy, toilet, bag, bottle, coat Key Knowledge: *Know who my key person is *Know where I put my coat, bottle and bag *Know where the toilet is</p> <p>-Increasingly follow rules Vocabulary: good sitting, good looking and good listening, class rules Key Knowledge: *Knows the good sitting, good looking and good listening mantra *Knows the class rules</p>		<p>-Develop their sense of responsibility and membership of a community. (New intake-older children role model) -Do not always need an adult to remind them of a rule. Vocabulary: belong, class, classroom, class rules, Key Knowledge: *Knows that they 'belong' to a class *Knows the class rules *Knows that they must keep the classroom tidy *Knows they must look after each other</p> <p>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Vocabulary: feelings, happy, sad, angry, worried Key Knowledge: *Can point to the happy/sad/angry/worried face when asked *Can point to the happy/sad/angry/worried face to indicate how they are feeling *Can use the word 'happy', 'sad', 'angry', or worried alongside the picture</p> <p>-Understanding why rules are important. Vocabulary: good sitting, good looking and good listening, class rules Key Knowledge: *Can name some of the class rules (with picture prompts) *Can say why the class rules are important</p>		<p>-Develop appropriate ways of being assertive (stop, my turn) -Help to find solutions to conflicts and rivalries (be assertive, walk away/speak to adult) -Talk with others to solve conflicts (sharing is caring, my turn first) Vocabulary: stop, my turn, sharing is caring, help me please Key Knowledge: *Can use the 'stop' gesture along with the word 'stop' *Can use the 'my turn' mantra *Can use the 'sharing is caring' mantra *Knows they can move to another activity *Knows that an adult can help if the problem can't be solved</p>	
Managing self	<p>-Select and use activities and resources, with help when needed to achieve a goal which is suggested Vocabulary: make it, play it, activity, help me please Key Knowledge: *Can choose a 'make it' activity with the help of an adult *Can choose a 'play it' activity with the help of an adult</p>		<p>-Select and use activities and resources, with developing independence to achieve a goal they have chosen Vocabulary: make it, play it, activity, independent Key Knowledge: *Can choose a 'make it' activity without the help of an adult *Can choose a 'play it' activity without the help of an adult *Can complete a 'make it' activity without the help of an adult</p>		<p>-Show more confidence in new social situations (going to the hall, big playground, library visit, local walk, school trips) Vocabulary: class rules, good behaviour Key Knowledge: *Can visit other parts of the school (outside the nursery base) following the class rules *Can go on local walks (outside the nursery base) following the class rules *Can go on a school trip following the class rules</p>	

	*Can complete a 'make it' activity with the help of an adult		
Building relationship	<p>-Develop a friendship with at least 1 close friend - Play with one or more other children Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can play alongside another child *Can maintain eye contact with another child whilst they are talking *Can listen to another child whilst they are talking *Can talk to another child during play *Can share and take turns with the help of an adult</p>	<p>-Develop friendships with other children Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can maintain eye contact with my close group of friends *Can listen to my close group of friends when they are talking *Can talk to my close group of friends *Can share and take turns with my close group of friends (with the help of an adult)</p> <p>-Begin to understand how others might be feeling Vocabulary: feelings, happy, sad, angry, worried, sorry Key Knowledge: *Knows the 4 basic feelings: sad, happy, angry, worried *Can point to a feelings picture when an adult asks how a peer may be feeling *Can say how a peer may be feeling using the 4 basic feelings (picture prompts may be used) *Can say sorry to an adult/peer when prompted</p>	<p>-Become more outgoing with unfamiliar people, in the safe context of their setting. Vocabulary: hello, goodbye, question, answer Key Knowledge: *Can wave or say hello/goodbye to an unfamiliar staff member in the nursery base *Can answer a question from an unfamiliar staff member *Can say hello/goodbye to visitors *Can answer a question from a visitor</p> <p>-Play with one or more other children extending and elaborating play ideas. Vocabulary: play, friend, good looking, good listening, talk, share, take turns Key Knowledge: *Can share the resources/play equipment with other children *Can talk about the resources/play equipment with other children *Can make up stories around the resources/play equipment</p>
Healthy lifestyles and managing self	<p>-Be increasingly independent as they get dressed and undressed (coats/aprons on and off) Vocabulary: coat, apron, put on, take off, holes Key Knowledge: *Can hold the coat/apron the right way up with help *Can put my arms into my coat with help *Can put my arms through the holes in the apron with help</p> <p>-Learn to use the toilet with help Vocabulary: toilet, wipe, flush, wash hands, dry hands Key Knowledge:</p>	<p>-Be increasingly independent as they get dressed and undressed (doing up zips) Vocabulary: coat, apron, put on, take off, holes, zip Key Knowledge: *Can hold the coat the right way up *Can put my arms into my coat *Can hold both parts of the zip *Can pull the zip parts together</p> <p>-Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands thoroughly. Vocabulary: toilet, wipe, flush, wash hands, dry hands Key Knowledge:</p>	<p>-Make healthy choices about food, drink Vocabulary: healthy, unhealthy, food, drink, water Key Knowledge: *Can point to healthy/unhealthy food *Can sort healthy/unhealthy food *Can make some healthy choices for their picnic</p>

	<p>*Can pull my own trousers/tights/dress etc. up or down with help</p> <p>*Can sit on the toilet correctly with help</p> <p>*Can use the toilet paper to wipe myself with help</p> <p>*Can wash and dry my own hands with help</p>	<p>*Can pull my own trousers/tights/dress etc. up or down</p> <p>*Can sit on the toilet correctly</p> <p>*Can use the toilet paper to wipe myself</p> <p>*Can wash and dry my own hands</p> <p>-Make healthy choices about activity (exercise) and toothbrushing.</p> <p>Vocabulary: healthy, unhealthy, exercise, teeth, toothbrush, clean, brush</p> <p>Key Knowledge:</p> <p>*Knows that exercise keeps their body healthy</p> <p>*Knows how to keep their teeth healthy</p>	
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F2	AU1	AU2	SP1	SP2	SU1	SU2
Self regulation	<p>-Show an understanding of their own feelings</p> <p>-identify their own feelings (Colour monster)</p> <p>Vocabulary: Feelings, sad, happy, fear, afraid, scared, angry/anger, love, calm</p> <p>Key Knowledge:</p> <p>*I can name the different feelings</p> <p>*I can say how I am feeling</p> <p>*I know who I can express my feelings to</p> <p>-Follow a simple instruction or action</p> <p>Vocabulary: Instruction, follow, action, good looking, good listening</p> <p>Key Knowledge:</p> <p>*Can stop what they are doing and look at the</p>	<p>-Consider the feelings of others</p> <p>-Show an understanding of the feelings of others</p> <p>Vocabulary: Feelings, friends, family, teachers sad, happy, fear, afraid, scared, angry/anger, love, calm</p> <p>Key Knowledge:</p> <p>*Can name the different feelings</p> <p>*Can say how a friend, family member or teacher may be feeling</p> <p>*Can use their own knowledge of feeling to say how an unfamiliar person may be feeling</p> <p>-Set and work towards simple goals</p> <p>Vocabulary:</p>	<p>-Follow instructions following several ideas or action</p> <p>Vocabulary: Instruction, follow, action, good looking, good listening</p> <p>Key Knowledge:</p> <p>*Can stop what they are doing and look at the person who is giving the instruction</p> <p>*Can listen until the adult has finished talking</p> <p>*Can complete several instructions or actions straight away</p>	<p>-Moderate their own feelings socially and emotionally</p> <p>Vocabulary: Feelings, control, deep breathing, time out</p> <p>Key Knowledge:</p> <p>*Can say how I am feeling</p> <p>*Knows who can support me when my feelings are out of control</p> <p>*Knows some strategies for controlling my feelings</p> <p>*Can control my feelings in an unfamiliar place e.g. trips, whole school events etc...</p> <p>-Express their feelings (trusted adults-Say No!, international women's day, secrets, stranger danger, pants rule)</p>	<p>-Think about the perspectives and feelings of others (Life for an African child)</p> <p>Vocabulary: Africa, different, similar/same, home, school, clothes, food</p> <p>Key Knowledge:</p> <p>*Can talk about their home life</p> <p>*Can talk about the home life of an African child</p> <p>*Can name some differences/similarities</p> <p>*Can say how they would feel if they lived in Africa</p> <p>*Can say how they would feel if an African child lived in Leicester</p> <p>Give focused attention to what the teacher says, responding appropriately, even when engaged in an activity</p>	<p>-See themselves as a valuable individual. (What are your strengths?)</p> <p>Vocabulary: Strength, valuable good, best, friendly, kind, creative, helpful, important,</p> <p>Key Knowledge:</p> <p>*Knows what a 'strength' means</p> <p>*Can say what they are good at</p> <p>*Understands that everyone is important/valuable</p>

	<p>person who is giving the instruction *Can listen until the adult has finished talking *Can complete the instruction or action straight away</p> <p>-Be able to wait for what they want -Control their immediate impulses</p> <p>Vocabulary: Stop, wait, your turn, hand up</p> <p>Key Knowledge: *Know the stop and wait action *Know that they must put their hand up *Know they must not pull an adult if they want something</p>	<p>Work, finished, completed, persevere, keep trying</p> <p>Key Knowledge: *Can sit down to an activity when guided by an adult *Can complete an activity of their own choosing *Can stay at the activity until it is finished</p> <p>-Give focused attention to what the teacher says, responding appropriately</p> <p>Vocabulary: Good sitting, good looking, good listening, eyes on me, focus/focused, answer</p> <p>Key Knowledge: *Can show good sitting *Can show good looking *Can show good listening *Can answer the question with a relevant answer</p>		<p>Vocabulary: Feelings, express, trusted adults, strangers, say No! secrets, pants rule</p> <p>Key Knowledge: *I can say how I am feeling *Knows who can support me when I am feeling scared or angry *Can name the trusted adults *Knows what to do if a stranger approaches them *Knows what to do if somebody says or does something which doesn't feel right *Knows the pants rule</p>	<p>Vocabulary: Good sitting, good looking, good listening, eyes on me, focus/focused, answer</p> <p>Key Knowledge: *Can stop what I am doing and turn to the adult *Can show good sitting *Can show good looking *Can show good listening *Can answer the question with a relevant answer</p>	
<p>Managing self</p>	<p>-Show independence (F2 readiness) -Manage their own basic hygiene and personal needs:</p> <p>Vocabulary: Independence/independent, manage, try yourself, ask a friend</p>	<p>-Understanding the importance of healthy food choices</p> <p>Vocabulary: healthy, unhealthy, balanced diet, sugar/sugary, fat, salt, fruits and vegetables, overweight</p>	<p>-Show resilience and perseverance</p> <p>Vocabulary: Try, persevere, resilient, resilience, difficult, help</p> <p>Key Knowledge: *Knows which activity they are going to complete *Knows how they are going to complete an activity</p>	<p>-Explain the reasons for rules and know right from wrong</p> <p>Vocabulary: Class rules, good behaviour, bad behaviour, right, wrong, good to be green, reward, dojo,</p>	<p>-Show resilience and perseverance in the face of challenge</p> <p>Vocabulary: Try, persevere, resilient/resilience, challenge, difficult, help</p> <p>Key Knowledge:</p>	<p>-Show independence (Yr 1 readiness)</p> <p>Vocabulary: Independence/independent, persevere, resilience</p> <p>Key Knowledge: *To be able to manage the collection of all items</p>

	<p>Key Knowledge: *To be able to line up in a queue *To put my coat/jumper on *To feed myself independently using a spoon or fork *To take care of my toileting needs *To wash and dry my own hands *To be able to put away and collect my own school items</p>	<p>Key Knowledge: *Can Identify healthy/unhealthy food *Knows the impact of healthy/unhealthy food on their bodies</p>	<p>*Knows the importance of trying *Knows who to speak to if they find something difficult -Be confident to try new activities Vocabulary: Try, confident, persevere, Key Knowledge: *Can identify unfamiliar activities *Knows how they are going to complete the activity</p>	<p>consequences, time out, appropriate, not appropriate Key Knowledge: *Has a good understanding of the class rules *Knows the difference between right and wrong *Can name some good/bad behaviour *Knows the rewards/consequences for good/bad behaviour *Can say why we have rules</p>	<p>*Knows how they are going to complete an activity *Knows the importance of trying *Knows some strategies which can help when they find something difficult *Knows who to speak to if they find something difficult</p>	<p>at home time without adult support *To be able to manage practiced routines independently: putting things away, getting homework/reading books out etc... *To complete continuous provision activities independently</p>
Building relationship	<p>-Build constructive and respectful relationships. Vocabulary: Trusted adult, friends, friendship, kind, respect Key Knowledge: *I can greet a trusted adult/peers *I can speak to a trusted adult/peers about my needs, wants and thoughts *I can behave respectfully to the trusted adults/peers -Work and play co-operatively and take turns with others Vocabulary: Work together, play together, talk together, take turns, share Key Knowledge:</p>	<p>-Show sensitivity to their own needs and to other's needs (empathy) Vocabulary: Feeling, sad, angry, scared, happy, empathy Key Knowledge: *I can tell a familiar adult/friend how I am feeling *I can tell a familiar adult/friend when I am feeling sad, angry or scared *I can recognise when a familiar adult/friend is feeling sad, angry or scared *I know what to do if my friend is feeling sad, angry or scared</p>	<p>-Form positive attachments to adults and friendships with peers (Trusted adults) Vocabulary: Trusted adults, friends, friendship, group of friends, kind, respect Key Knowledge: *I can say who my friends are *I can speak to familiar adults/close group of friends about my ideas, thoughts and opinions *I can behave respectfully to familiar adults, unfamiliar adults, close group of friends, peers -Work and play co-operatively and take turns with others Vocabulary: Work together, play together, talk together, take turns, share Key Knowledge: *Can play with a group of friends *Can share resources independently</p>	<p>-Build constructive and respectful relationships. Vocabulary: Trusted adult, friends, friendship, kind, respect Key Knowledge: *I can greet a trusted adult/peers *I can speak to a trusted adult/peers about my needs, wants and thoughts *I can behave respectfully to the trusted adults/peers -Work and play co-operatively and take turns with others Vocabulary: Work together, play together, talk together, take turns, share Key Knowledge:</p>	<p>-Show sensitivity to their own needs and to other's needs (empathy) Vocabulary: Feeling, sad, angry, scared, happy, empathy Key Knowledge: *I can tell a familiar adult/friend how I am feeling *I can tell a familiar adult/friend when I am feeling sad, angry or scared *I can recognise when a familiar adult/friend is feeling sad, angry or scared *I know what to do if my friend is feeling sad, angry or scared</p>	<p>-Form positive attachments to adults and friendships with peers (Trusted adults) Vocabulary: Trusted adults, friends, friendship, group of friends, kind, respect Key Knowledge: *I can say who my friends are *I can speak to familiar adults/close group of friends about my ideas, thoughts and opinions *I can behave respectfully to familiar adults, unfamiliar adults, close group of friends, peers -Work and play co-operatively and take turns with others Vocabulary:</p>

	<ul style="list-style-type: none"> *Can work/play alongside my peers *Can share resources (with the help of an adult) *Can take turns with resources (with the help of an adult) *Can communicate in simple sentences with my peers 		<ul style="list-style-type: none"> *Can take turns with resources independently *Can communicate conversationally with my peers 	<ul style="list-style-type: none"> *Can work/play alongside my peers *Can share resources (with the help of an adult) *Can take turns with resources (with the help of an adult) *Can communicate in simple sentences with my peers 		<p>Work together, play together, talk together, take turns, share</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Can play with a group of friends *Can share resources independently *Can take turns with resources independently *Can communicate conversationally with my peers
Healthy lifestyles and managing self	<ul style="list-style-type: none"> -To develop the skills to manage the school day successfully <p>Vocabulary: Independence/independent, manage</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To be able to line up in a queue *To put my coat/jumper on *To feed myself independently using a spoon or fork *To take care of my toileting needs *To wash and dry my own hands *To be able to put away and collect my own school items 	<ul style="list-style-type: none"> -Know and talk about being a safe pedestrian <p>Vocabulary: Pedestrian, dangers, safety, safely, green cross code, traffic lights, zebra crossing, red, green, amber</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know what a pedestrian is *Know the dangers of being a pedestrian *Knows different ways to be safe as a pedestrian *Knows the green cross code <ul style="list-style-type: none"> -Know and talk about toothbrushing <p>Vocabulary: Healthy, teeth, gums, tongue, mouth, dentist, decay, cavity, plaque, bad breath, sugary</p> <p>Key Knowledge:</p>	<ul style="list-style-type: none"> -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and having a good sleep routine <p>Vocabulary: Exercise, heart, beating, active, healthy, unhealthy, balanced diet, sleep routine,</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Knows the importance of exercise *Knows some ways exercise helps us stay healthy *Can Identify healthy/unhealthy food *Knows the impact of healthy/unhealthy food on their bodies *Knows the importance of a good sleep routine 		<ul style="list-style-type: none"> -Know and talk about sensible amounts of screen time <p>Vocabulary: technology, internet, TV, IPAD, screen time, hours,</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Knows what screen time is *Knows the different types of technology which could be describe as 'screen time' *Understands the effects of too much screen time *Is aware that screen time should be limited by an adult 	<ul style="list-style-type: none"> -To develop the skills to manage the school day successfully <p>Vocabulary: Independence/independent, manage</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *To be able to line up in a queue *To put my coat/jumper on *To feed myself independently using a spoon or fork *To take care of my toileting needs *To wash and dry my own hands *To be able to put away and collect my own school items

		<ul style="list-style-type: none">*Know how to look after teeth*Know about the importance of good dental hygiene*Knows which food/drinks are good/bad for my teeth*Know how often to brush my teeth				
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PSHE	AU1	AU2	SP1	SP2	SU1	SU2	RSE
Year 1	<p>Name of unit: Myself and my relationships 4 – Beginning and belonging</p> <p>Vocabulary: safe, fair, solve, problems, welcome</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What can I do to help make the school and classroom a safer and fair place? • How can I get to know other children in my class? • How do I feel when I am doing something new? • How can I make someone feel welcome? • How can I help other people to feel better? • What do I know about how to solve problems? <p>British Values: Individual Liberty</p>	<p>Name of unit: Citizenship 3 – Working together</p> <p>Vocabulary: evaluation, disagreement, negotiate</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a group? • Why is it important to take turns? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation? <p>British Values: Tolerance</p>	<p>Name of unit: Healthy and Safer Lifestyles 5 -Safety Contexts</p> <p>Vocabulary: risk, safe, sun, water, accidents</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Where are the safer places I can play? • What are the risks for me in using the roads, and how can I stay safe? • What are the risks for me in the sun and how can I stay safe? • What are the risks for me near water and how can I stay safe? • What are the risks for me if I am lost and how can I stay safe? • What are the best ways to keep safe from accidents? <p>British Values: Rule of Law</p>	<p>Name of unit: Myself and My Relationships 6 – Family and Friends</p> <p>Vocabulary: friend, family, similar, different, support</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Can I describe what a friend is and does? • How do I make new friends? • How do I keep friends? • How can I make up with my friends when things go wrong? • Who is in my family, and how do we care for each other? • Who are my special people and what makes them special to me? • How am I similar to and different from other people? • Who do I get support from when I need it? <p>British Values: Individual Liberty</p>	<p>Name of unit: Citizenship 4 – Diversity and Communities</p> <p>Vocabulary: community, identity, culture, stereotype, environment</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What are some of the similarities and differences between me and others? • What do I understand about my culture and beliefs and those of other people? • Who are the people who help me, and what do they do? • What does ‘my community’ mean and what do people do there? • How do we care for animals and plants? • How can I help look after the school environment? <p>British Values: Respect and Tolerance</p>	<p>Name of unit: Myself and My Relationships 5 – My Emotions</p> <p>Vocabulary: relaxed, emotions, feelings, happy, sad, cross, angry</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Can I name some different feelings? • Do I know what makes me feel happy, sad, cross etc? • How do my feelings and my actions affect others? • How do I manage some of my emotions? • What helps me to feel relaxed? • How can I control my behaviour? • Who do I share my feelings with? • How can I stand up for myself? <p>British Values: Individual Liberty</p>	<p>Name of unit: Sex and Relationships Education</p> <p>Vocabulary: changes, male, female, vagina, penis, testicles, private parts</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my body do? • When am I in charge of my actions and my body? • Do I understand how amazing my body is? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading?
Year 2	<p>Name of unit: Myself and My Relationships 7 – Anti-bullying</p> <p>Vocabulary: bullying, witness, relationship</p>	<p>Name of unit: Healthy and Safer Lifestyles 7 – Healthy Lifestyles</p> <p>Vocabulary: healthy, healthy eating,</p>	<p>Name of unit: Economic Wellbeing – Financial Capability</p> <p>Vocabulary: money, charity, jobs, saving</p>	<p>Name of unit: Healthy and Safer Lifestyles 9 – Personal Safety</p> <p>Vocabulary:</p>	<p>Name of unit: Myself and My Relationships 8 – Managing change</p> <p>Vocabulary: change, achievements, skills,</p>	<p>Name of unit: Citizenship 5 – Rules and Responsibilities</p> <p>Vocabulary: rules, responsibilities</p> <p>Key knowledge:</p>	<p>Name of unit: Sex and Relationships</p> <p>Taught alongside Myself and My Relationships 8 (Managing change)</p> <p>Vocabulary:</p>

	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Can I recognise behaviour that is bullying? • Do I understand some of the reasons why bullying happens? • How does bullying make people feel? • Do I know what to do if I am being bullied? • Do I know what to do if I witness someone being bullied? • How does my school help positive and safe relationships? • Where might bullying happen in my school? <p>British Values: Individual liberty, Rule of Law, Tolerance, Respect</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> • How can I stay healthy? • What does it feel like to be healthy? • What does healthy eating mean and why is it important? • Why is it important to be active? • What foods do I like and dislike and why? • What can help us eat healthily? • Why do we need food? • What healthy choices can I make? <p>British Values: Individual liberty</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we ‘use’ it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? <p>British Values: Rule of Law</p>	<p>home, neighbourhood, safe, unsafe, secret</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Can I describe my home and neighbourhood? • Who are the people who help keep me safer? • Who could I talk to if I felt unsafe or unsure? • Do I understand what good and bad secrets might be? • What can I do if someone tries to persuade me? • Can I recognise and describe ‘yes’ and ‘no’ feelings and “I am not sure” feelings? • How can I get the attention of an adult if I need to? <p>British Values: Rule of Law</p>	<p>responsibilities, choice</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How am I changing as I grow up? • How are my achievements, skills and responsibilities changing? • How can I change my behaviour when something goes wrong? • How do I cope when friendships change? • How do I feel and how do I cope when I lose something special to me? • What helps me to feel better when I am hurt? • When can I make choices about changes? <p>British Values: Rule of law</p> <p>British Values: Individual Liberty</p>	<p>change, life cycle, adult, teenager, toddler, baby, permission, uncomfortable, penis, vagina, testicles, responsibilities, safe, unsafe</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How do babies change and grow? • How have I changed since I was a baby? • What do babies and children need? • What are my responsibilities now I’m older? 	
Year 3	<p>Name of unit: Healthy and Safer Lifestyles 11 – Managing Risk</p> <p>Vocabulary: friend, network, relationships, support</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What risks are there to my safety, my friendships and my feelings? • How might my friends affect my decisions about risk? 	<p>Name of unit: Citizenship 6 – Working Together</p> <p>Vocabulary: evaluation, persevere, constructive feedback, skills, open questions, obstacles</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What am I good at and what are others good at? 	<p>Name of unit: Myself and My Relationships 9 – Beginning and Belonging</p> <p>Vocabulary: valued, calm, safe, new, rules, welcome, feelings</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What does it feel like to be new or to start something new? 	<p>Name of unit: Citizenship 7 – Diversity and Communities</p> <p>Vocabulary: beliefs, environment, responsibility, differences, stereotypes, community, pets, lifestyle</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What makes me ‘me’? 	<p>Name of unit: Myself and My Relationships 10 – My Emotions</p> <p>Vocabulary: communicate, worries, fears, emotions, disagree, jealousy, anger, and loneliness</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What is special about me and other people? 	<p>Name of unit: Citizenship 8 – Rules, Rights and Responsibilities</p> <p>Vocabulary: rules, responsibilities, democratic, representative, elect</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Why do we need rules at home and at school? 	<p>Name of unit: Sex and relationships</p> <p>Taught alongside Myself and My Relationships 10 – My Emotions</p> <p>Vocabulary: maturity, penis, vagina, testicles, breasts, foreskin, permission, safe, uncomfortable, body odour</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How are males and females different and what are the different parts called? • What can my body do and how is it special?

	<ul style="list-style-type: none"> • How do I feel and how does my body react in risky situations? • Can I make decisions in risky situations? • Who would I ask for help if things went wrong? • What action is it okay for me to take in an emergency? <p>British Values: Tolerance, Respect, and Individual Liberty</p>	<ul style="list-style-type: none"> • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others? <p>British Values: Democracy, Individual Liberty and Tolerance</p>	<ul style="list-style-type: none"> • What helps me to feel like I belong and am valued in school? • How can I make other people feel welcome? • What will help us to feel safer and to learn well in our class and school? • What different rules do we sometimes need in different places? • How can I manage my feelings and calm them down if necessary? • Who can I talk to when I need help? <p>British Values: Tolerance, Rule of Law</p>	<ul style="list-style-type: none"> • How are we different from each other? • What are some of the different lifestyles and beliefs people have? • What are stereotypes and how can I challenge them? • What are the roles of different people in my community? • How can we care for the environment? • What do animals need, and what are the responsibilities of humans towards them? • How do we choose pets, and how do we look after them? <p>British Values: Tolerance, Individual Liberty</p>	<ul style="list-style-type: none"> • How can I communicate my emotions? • How do I cope with difficult emotions? • How can I deal with fears and worries? • How do my actions and emotions affect the way I and others feel? • How do I care for other people's feelings? • Who can I talk to about the way I feel? • How can I disagree without being disagreeable? <p>British Values: Individual Liberty, Tolerance, Democracy</p>	<ul style="list-style-type: none"> • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? <p>British Values: Rule of Law, Democracy</p>	<ul style="list-style-type: none"> • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this?
Year 4	<p>Name of unit: Healthy and Safer Lifestyles 15 – Drug Education</p> <p>Vocabulary: medical drug, legal drug, risky substances, media influence,</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What medical and legal drugs do I know about, and what are their effects? 	<p>Name of unit: Economic Wellbeing 2 – Financial Capacity</p> <p>Vocabulary: money, saving, spending, budgeting, value,</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What different ways are there to 	<p>Name of unit: Myself and My Relationships 11 – Family and Friends</p> <p>Vocabulary: change, similarities, differences,</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What does a good friend do? 	<p>Name of unit: Myself and My Relationships 12 – Anti-bullying</p> <p>Vocabulary: bullying, safe, bystander, intervene</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What are the key characteristics and forms of bullying? 	<p>Name of unit: Myself and My Relationships 13 – Managing Change</p> <p>Vocabulary: change, future, separated, death, loss</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What changes have I already experienced, 	<p>Name of unit: Healthy and Safer Lifestyles 16 – Personal Safety</p> <p>Vocabulary: responsible, - personal safety, trust, secret, promise, feelings</p> <p>Key knowledge:</p>	<p>Name of unit: Sex and Relationships</p> <p>Vocabulary: life cycle, baby, child, adolescent, adult, middle age, old age, death, puberty, uncomfortable, safe, parents, responsibilities</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What are the main stages of the human life? • What does it mean to be 'grown up'?

	<ul style="list-style-type: none"> Who uses and misuses legal drugs? Why do some people need medicine and who gives it? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe? What do I understand about how friends and the media influence me? <p>British Values: Individual Liberty, Rule of Law</p>	<p>earn and spend money?</p> <ul style="list-style-type: none"> What do saving, spending and budgeting mean to me? How can I decide what to spend my money on and choose the best way to pay? What might my family have to spend money on? What is 'value for money'? How do my feelings about money change? How do my choices affect my family, the community, the world, and me? <p>British Values: Individual Liberty, Rule of Law</p>	<ul style="list-style-type: none"> Do I know how to listen to and support my friends? How do I cope when relationships change? What are some of the similarities and differences between me and my classmates? Who is now in my network of special people, and how do we affect each other? <p>British Values: Tolerance</p>	<ul style="list-style-type: none"> Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Do I understand how bullying affects the way we think, feel and behave? How can I keep myself safe if I am being bullied? How might bystanders intervene and help someone who is being bullied? <p>British Values: Individual liberty, Rule of Law, Tolerance, Respect</p>	<p>and might I experience in the future?</p> <ul style="list-style-type: none"> What changes might other people be going through? What is it like to be separated from a special person? How do people feel when things change, or people or pets die? What emotions might I feel at times of loss and change? How might I behave when I feel these emotions? What can I do to make the best of new situations? <p>British Values: Individual Liberty</p>	<p>How can I be responsible for my own personal safety?</p> <ul style="list-style-type: none"> What sorts of physical contact do I feel comfortable with? Who are the adults and friends I can trust and to whom I can talk about my feelings? When might I need to break a promise or tell a secret? <p>British Values: Individual Liberty</p>	<ul style="list-style-type: none"> What am I responsible for now and how will this change? How do parents and carers care for babies?
Year 5	<p>Name of unit: Myself and My Relationships 14 – Beginning and Belonging</p> <p>Vocabulary: safe, relationships, welcome, valued, calm, support</p> <p>Key knowledge:</p>	<p>Name of unit: Citizenship 9 – Working Together</p> <p>Vocabulary: strengths, skills, employment, jobs, listening, negotiate, agreement, persevere,</p>	<p>Name of unit: Healthy and Safer Lifestyles 18 – Managing Risk</p> <p>Vocabulary: risk, consequences, responsible, safety, first aid, support</p>	<p>Name of unit: Myself and My Relationships 15 – My Emotions</p> <p>Vocabulary: strong emotions, disagree, support</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> What am I good at? What do I find difficult? 	<p>Name of unit: Citizenship 10 – Diversity and Communities</p> <p>Vocabulary: identity, respect, lifestyles, beliefs, stereotyping, community, voluntary</p>	<p>Name of unit: Myself and my Relationships 16 – Family and Friends</p> <p>Vocabulary: relationships, friendships, differences, family types, pressure, support</p>	<p>Name of unit: Sex and Relationships</p> <p>Vocabulary: baby, toddler, teenager, adult, puberty, penis, vagina, breasts, testicles, foreskin, uncomfortable, body odour, safe, parents, responsibilities, HIV, scrotum, anus, pubic hair, urethra, vulva, ovary, fallopian tube, uterus</p>

	<ul style="list-style-type: none"> • How do we make sure we feel safe in our class and school? • How do we build good relationships in our class? • How do we make new people feel welcome and valued? • How do I feel when I do something new? • Which ways to calm down work for me? • How do I solve problems? • Who can I talk to when I need help? • How can I help and support other people? <p>British Values: Individual Liberty</p>	<p>constructive feedback</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? • How can I share my views effectively and negotiate with others to reach agreement? • How can I persevere and help others to do so? • How can I give, receive, and act on sensitive and constructive feedback? <p>British Values: Respect, Tolerance, Individual Liberty</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> • When might it be good to take risk? • What are the different consequences of taking physical, emotional, and social risks? • How risky are different situations? • When am I responsible for my own safety? • How can I keep myself and others safe? • How can I get the attention of an adult if I need to? • Where can people go for help? • How can I help people who need support? • Can I carry out basic first aid? <p>British Values:</p>	<ul style="list-style-type: none"> • What do I feel proud of about myself? • How do I manage strong emotions? • What can I do when I realise I'm in a bad mood? • How do I recognise how other people feel and respond to them? • How do I cope when I disagree with someone? • How and from whom do I get support when things are difficult? <p>British Values: Respect, Individual Liberty</p>	<p>organisations, media, environment</p> <p>Key knowledge:</p> <p>What makes up my 'identity' and that of other people?</p> <ul style="list-style-type: none"> • What are the different identities locally and in the UK? • How can I show respect for different views, lifestyles, and beliefs? • What are the negative effects of stereotyping? • What groups and communities am I part of? • Who works for the good of the community and how can I help? • What are voluntary organisations and how do they make a difference? • What is the role of the media and how does it influence me and my community? • Who cares for the environment and what is my contribution? <p>British Values: Respect, Tolerance, Individual Liberty</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> • Who is in my network of relationships and how has it changed? • How can I develop new friendships and maintain existing ones? • In what way is it positive to have differences between people? • What different kinds of families are there? • How can I manage some of the pressures on my relationships? • Who do I get support from and how do I support others? <p>British Values: Individual Liberty</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • What influences my view of my body? • How can I keep my growing and changing body clean? • How can the spread of viruses and bacteria be stopped? • What is HIV?
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<p>Year 6</p>	<p>Name of unit: Myself and My Relationships 17 – Anti-bullying</p> <p>Vocabulary: bullying, power, support, wellbeing, prevention</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Can I define bullying? • Do I understand why a person or group of people may feel the need to have power over another person or group of people? • Can I respond to bullying and seek support where necessary? • How can bullying affect people’s behaviour and wellbeing? • How might people’s responses to bullying improve or worsen a situation? • Can I identify ways of preventing bullying in school and the wider community? <p>British Values: Individual liberty, Rule of Law, Tolerance, Respect</p>	<p>Name of unit: Citizenship 11 – Rules, Rights and Responsibilities</p> <p>Vocabulary: rules, change, difference, basic rights, law, democracy, community, councils, councillors, parliament, MPs, debate, views</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • Are there places or times when I have to behave differently? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament, and MPs do? • Can I take part in a debate and listen to other people’s views? 	<p>Name of unit: Healthy and Safer Lifestyles 21 – Healthy Lifestyles</p> <p>Vocabulary: healthy, benefits, varied diet, balanced diet, healthy diet, physical activity, responsible</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What does being healthy mean and what are the benefits? • Why is a varied and balanced diet important? • How can I achieve a healthy energy balance? • How does physical activity help me? • How can I plan, prepare and cook healthy meals safely? • What or who influences me when I’m making lifestyle choices? • How am I responsible for a healthy lifestyle? <p>British Values: Individual Liberty</p>	<p>Name of unit: Economic Wellbeing 3 – Financial Capability</p> <p>Vocabulary: money, pay, community, poverty</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get ‘value for money’? • Why don’t people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? <p>British Values: Individual Liberty</p>	<p>Name of unit: Myself and My Relationships 18 – Managing Change</p> <p>Vocabulary: change, loss, friendships, relationships, grieve,</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What different changes do we or might we experience? • How will I feel if I lose something or someone or if things change? • How have I been affected by changes I have already experienced? • How are my friendships and relationships changing? • In what different ways do people grieve? • How might I or other people behave when we are living through change? • How might I feel when I move to another school? <p>British Values: Tolerance, Individual Liberty</p>	<p>Name of unit: Healthy and Safer Lifestyles 22 – Drug Education</p> <p>Vocabulary: medicine, alcohol, nicotine, solvents, illegal drugs, brain, body, illnesses, drug misuse, law, risks, influence</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, nicotine, solvents, and illegal drugs and how they affect people who use them and others? • How does drug use affect the way a body or brain works? • How do medicines help people with a range of illnesses? • What does misusing a drug mean? • What are some of the laws about drugs? • What risks should I look for around substances? • How do my friends influence my behaviour and decision making? • How and why do companies advertise drugs? • When and how should I check information, I am given? <p>British Values:</p>	<p>Name of unit: Sex and Relationships</p> <p>Vocabulary: sexual intercourse, lifecycle, baby, teenager, adult, wellbeing, trust, love, marriage, commitment, responsible parenting, second marriage, forced marriage (Layla's Forced Marriage Story: Your Tomorrow ChildLine - YouTube), fostering, same sex partners, extended families, scrotum, anus, pubic hair, urethra, vulva, ovary, fallopian tube, uterus, penis, vagina, testicles, clitoris, embryo, cervix, semen</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • How are babies made? • How can I express my feeling positively as I grow up? • When am I responsible for how others feel? • What should adults think about before they have a baby? • What are families like? • What is forced marriage and how can I get support if I need it?
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		British Values: Rule of Law, Democracy				Individual Liberty, Rule of Law	
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Whole school key area coverage (assemblies, focus days/week etc.)

assemblies focus days/weeks

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Jeans for Genes Day • What it means to be a part of Abbey • 7C's, 6Rs and character 	<ul style="list-style-type: none"> • Anti-bullying week • Children in Need • Road Safety Week • Anti-bullying • Democracy • Safeguarding in the curriculum 	<ul style="list-style-type: none"> • Children's Mental Health Week • Safer Internet Day • New beginnings • Could I have done better? • Law and Justice • Liberty 	<ul style="list-style-type: none"> • Health and Fitness 	<ul style="list-style-type: none"> • Mental Health Week • Identity • Tolerance • Responsibility 	<ul style="list-style-type: none"> • What can hard work achieve? • Moving on

Year group	LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN CAMBRIDGESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY R.E CURRICULUM
Year 1	<ul style="list-style-type: none"> • Myself and my relationships – Beginning and belonging – sources of support <ul style="list-style-type: none"> R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R12 - 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 R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources • Healthy and safer lifestyles – Safety contexts <ul style="list-style-type: none"> R12 - 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 R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so • Myself and my relationships – Family and friends – developing friendship skills, Valuing difference, Families and other special people, getting support <ul style="list-style-type: none"> R1 - That families are important for children growing up because they can give love, security and stability R2 - 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 R3 - 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 R4 - 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 R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - 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 	<ul style="list-style-type: none"> • Section A – Body Knowledge To recognise the main external parts of the bodies of humans • Section B – Body Functions and Changes To describe what their bodies can do • Section C – Body Awareness and Image To understand that they have responsibility for their body's actions and that their body belongs to them. To appreciate how amazing their body is • Section D – Personal Hygiene To know how to keep themselves clean • Section E– Illness/Disease Prevention To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent 	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Year 1/2</p> <ul style="list-style-type: none"> • Look at how values affect a community and individuals • Explain how actions can affect other people • Understand that they have their own choices to make and begin to understand the concept of morals. <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R17 - 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>R12 - 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>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R17 - 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>R18 - 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>R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> <ul style="list-style-type: none"> • Citizenship – Diversity and communities – Exploring my identity, Valuing difference, Exploring my community <p>R3 - 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>R4 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R17 - 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>R18 - 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>R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R22 - 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> • Myself and my relationships – My emotions – Getting support – <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> 	<p>the spread of disease</p>		
<p>Year 2</p>	<ul style="list-style-type: none"> • Myself and relationships – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments <p>R9 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> 	<p>Section A – The Human Life Cycle</p> <p>1. To know that humans produce babies that grow</p>	<ul style="list-style-type: none"> • Notice that animals, including humans, have 	<p>Year 1/2</p> <ul style="list-style-type: none"> • Look at how values affect a community and individuals;

	<p>R11 - 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>R12 - 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>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R17 - 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>R18 - 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>R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive</p> <p>R21 - That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>R22 - 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>R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> <ul style="list-style-type: none"> • Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell – <p>R2 - 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>R6 - 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>R7 - That families are important for children growing up because they can give love, security and stability</p> <p>R12 - 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>R18 - 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>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R21 - That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>into children and then into adults.</p> <p>Section B – Growing Up</p> <p>2. To consider the ways they have changed physically since they were born.</p> <p>Section C – Personal Responsibilities</p> <p>3. To consider their responsibilities now and compare these with when they were younger.</p> <p>Section D – Parents, Carers, Families</p> <p>4. To understand the needs of babies and young children.</p> <p>Section E – Processing the Learning</p> <ul style="list-style-type: none"> • 5. To understand what they have learned and be able to share it with others. 	<p>offspring which grow into adults</p>	<ul style="list-style-type: none"> • Explain how actions can affect other people; Understand that they have their own choices to make and begin to understand the concept of morals. <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>
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R27 - 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

R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

- **Myself & My Relationships - Managing Change – Recognising and Understanding Change –**

R4 - 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

R7 - That families are important for children growing up because they can give love, security and stability

R11 - 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

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R33 - Where to get advice e.g. family, school and/or other sources

- **Citizenship – Rights, rules and responsibilities – responsibilities, democracy and decision making –**

R1 - That families are important for children growing up because they can give love, security and stability

R2 - 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

R3 - 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

R4 - 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

R7 - That families are important for children growing up because they can give love, security and stability

R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends

R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R11 - 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

R12 - 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

R13 - 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

R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships

R15 - The conventions of courtesy and manners

R17 - 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

R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get

	<p>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p>			
<p>Year 3</p>	<ul style="list-style-type: none"> <p>Healthy and safer lifestyles – managing risk – risky situations, receiving and giving help</p> <p>R12 - 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>R6 - 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>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R18 - 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>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> <p>Myself and my relationships – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support</p> <p>R6 - 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>R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R9 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R11 - 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>R12 - 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>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> 	<p>Section A – Body Knowledge</p> <ol style="list-style-type: none"> To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. <p>Section B – Body Functions and Changes</p> <ol style="list-style-type: none"> To understand the physical differences between males and females. <p>Section C – Body Awareness and Image</p> <ol style="list-style-type: none"> To value their own body recognise and its uniqueness. <p>Section D – Personal Hygiene</p> <ol style="list-style-type: none"> To understand the benefits of carrying regular personal hygiene routines. To consider who is responsible for their personal hygiene now, and how this will change the future. <p>Section E – Illness/Disease Prevention</p> <ol style="list-style-type: none"> To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how 	<ul style="list-style-type: none"> 	<p>Year 3/4</p> <ul style="list-style-type: none"> <p>Make informed choices and understand the consequences of choices</p> <p>Describe how shared values in a community can affect behaviour and outcomes</p> <p>Discuss and give opinions on morals and values, including their own.</p> <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>

- **Citizenship – Diversity and communities – Exploring my identity, valuing difference, exploring my community-**

R3 - 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

R4 - 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

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R13 - 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

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R18 - 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

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R22 - 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

- **Myself and relationships – My emotions – Understanding and managing feelings , getting support**

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

- **Citizenship – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and decision making**

R1 - That families are important for children growing up because they can give love, security and stability

R2 - 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

R3 - 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

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R7 - That families are important for children growing up because they can give love, security and stability

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R11 - 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

R12 - 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

they are able to reduce this.

Section F – Processing the Learning

7. To understand what I have learned and be able to share it with others.

	<p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>R18 - 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>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p>			
Year 4	<ul style="list-style-type: none"> • Healthy and safer lifestyles – Drug education – Risk, influences and support <p>R12 - 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>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R18 - 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>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R28 - That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> • Myself and my relationships – family and friends – developing friendship skills, valuing difference, families and other special people, getting support <p>R1 - That families are important for children growing up because they can give love, security and stability</p> <p>R2 - 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>R3 - 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>R4 - 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>R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>R6 - 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>R7 - That families are important for children growing up because they can give love, security and stability</p> <p>R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R9 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> 	<p>Section A – The Human Life Cycle</p> <p>1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</p> <p>Section B – Growing Up</p> <p>2. To investigate perceptions of being ‘grown up’.</p> <p>Section C – Personal responsibilities</p> <p>3. To consider their responsibilities and how these have changed and how they will change in the future.</p> <p>Section D – Parents, Carers and Families</p> <p>4. To consider the responsibilities that parents and carers have for babies and children.</p> <p>Section E – Processing the Learning</p> <p>5. To understand what I have learned and be able to share it with others.</p>	<ul style="list-style-type: none"> • 	<p>Year 3/4</p> <ul style="list-style-type: none"> • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes; <p>Discuss and give opinions on morals and values, including their own.</p> <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>

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R18 - 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

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R33 - Where to get advice e.g. family, school and/or other sources

- **Myself and my relationships – anti-bullying – defining bullying, causes and types of bullying, how bullying affects us, supporting others, creating safe environments –**

R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends

R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults

R21 - That people sometimes behave differently online, including by pretending to be someone they are not

R22 - 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

R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

R25 - How information and data is shared and used online

R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

	<p>R27 - 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>R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> <p>Myself & My Relationships - Managing Change – Recognising and Understanding Change</p> <p>R11 - 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> <ul style="list-style-type: none"> • Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, what, When, Who and How to Tell – <p>R2 - 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>R6 - 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>R7 - That families are important for children growing up because they can give love, security and stability</p> <p>R12 - 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>R18 - 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>R21 - That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>R23 - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> 			
Year 5	<ul style="list-style-type: none"> • Myself and relationships – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support <p>R6 - 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> 	<ul style="list-style-type: none"> • Section A - Body Knowledge 	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	<p>Year 5/6</p> <ul style="list-style-type: none"> • Explain why individuals and communities may

	<p>R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R9 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R11 - 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>R12 - 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>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p> <ul style="list-style-type: none"> • Healthy and safer lifestyles – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help <p>R6 - 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>R12 - 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>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p>	<ol style="list-style-type: none"> 1. To identify male and female sexual parts and describe their functions. 2. To know appropriate terminology for use in different situations. <ul style="list-style-type: none"> • Section B - Body Functions and Changes <ol style="list-style-type: none"> 3. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. 4. To understand that physical change happens at different rates for different people. <ul style="list-style-type: none"> • Section C - Body Awareness/Images <ol style="list-style-type: none"> 5. To understand how the media, families and friends can influence attitudes to their bodies. <ul style="list-style-type: none"> • Section D - Personal Hygiene <ol style="list-style-type: none"> 6. To know about new aspects of personal hygiene relevant to puberty. <ul style="list-style-type: none"> • Section E - Illness/Disease Prevention <ol style="list-style-type: none"> 7. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. 	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. • 	<p>have similar and differing values</p> <ul style="list-style-type: none"> • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences <p>Express their own values while respecting the values of others.</p> <p>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R17 - 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>
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- **Myself and my relationships – my emotions - Understanding and managing feelings and the impact they can have, getting support**

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

Citizenship – diversity and communities - valuing difference, exploring my community

R3 - 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

R4 - 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

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R13 - 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

R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships

R15 - The conventions of courtesy and manners

R17 - 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

R22 - 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

- **Myself and relationships – family and friends - Networks of special people, understanding and valuing difference, coping with relationship issues, giving and receiving support**

R1 - That families are important for children growing up because they can give love, security and stability

R2 - 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

R3 - 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

R4 - 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

R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

R7 - That families are important for children growing up because they can give love, security and stability

R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends

R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R11 - 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

R12 - 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

R13 - 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

- **Section F - Processing the Learning**

8. To understand what they have learned and be able to share it with others.

	<p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R17 - 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>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p>			
Year 6	<ul style="list-style-type: none"> • Myself and my relationships – anti bullying – Defining bullying, causes and types of bullying how bullying affects us, supporting others, cyberbullying, creating safe environments <p>R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R9 - 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>R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R11 - 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>R12 - 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>R13 - 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</p> <p>R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>R15 - The conventions of courtesy and manners</p> <p>R16 - The importance of self-respect and how this links to their own happiness</p> <p>R17 - 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>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R21 - That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>R22 - 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>R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>R25 - How information and data is shared and used online</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R28 - That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>	<ul style="list-style-type: none"> • Section A - The Human Lifecycle <p>1. To know about the facts of the human lifecycle, including sexual intercourse.</p> <ul style="list-style-type: none"> • Section B – Growing Up <p>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</p> <ul style="list-style-type: none"> • Section C – Personal responsibilities <p>3. To consider how they have some responsibility for the feelings and well-being of others.</p> <ul style="list-style-type: none"> • Section D – Parents, Carers and Families <p>4. To consider the need for trust and love in marriage and established relationships.</p>	<ul style="list-style-type: none"> • Sex education sessions 	<p>Year 5/6</p> <ul style="list-style-type: none"> • Explain why individuals and communities may have similar and differing values. • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. <p>Express their own values while respecting the values of others. R13, R14, R15, R17</p>

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

- **Citizenship – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making**

R1 - That families are important for children growing up because they can give love, security and stability

R2 - 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

R3 - 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

R4 - 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

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R17 - 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

R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get

R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults

- **Myself and my relationships – managing change - Recognising and Understanding Change**

R11 - 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

- **Healthy and safer lifestyles - Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell**

R2 - 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

R7 - That families are important for children growing up because they can give love, security and stability

R12 - 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

5. To have a basic awareness of responsible parenting choices.

6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.

	<p>R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get</p> <p>R6 - 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>R21 - That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>R27 - 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>R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>R33 - Where to get advice e.g. family, school and/or other sources</p>			
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SEND – Adaptive Teaching	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples. ➤ Highlight essential content (use of displays to help children with working memory and to highlight key content) ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds (e.g. visual representations of concepts, allow children to be recorded orally rather than expecting written outcomes) ➤ Set clear targets/expectations ➤ Provide prompts/sentence stems (e.g. sentences to complete using a sentence starter, allow children to have key vocabulary accessible in all lessons) ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images ➤ check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. (the use of QR codes for oracy lessons/tasks) ➤ Pre-teach vocabulary, key content etc.
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Strategies to stretch and challenge	<ul style="list-style-type: none">➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly (peer explanation of previously taught concepts as a starter in the lesson – allows children to be challenged when explaining this orally)➤ Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read (give children real life articles from magazines/newspapers that relate to the concept they are learning. Have them discuss with a partner how this links to the learning and give their opinion on the article.)➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate➤ Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework➤ Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge (allow children to choose their level of challenge in the lesson i.e. can you link this back to a British Value? Explain how today's learning links with this British Value)➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning
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