



## KINNERLEY C.E. PRIMARY SCHOOL PSHE CURRICULUM



Key for PSHE Association Units: **Heath & Wellbeing** **Relationships** **Living in the Wider World** **RSE**

	Owlets (YN/YR)					
	Autumn		Spring		Summer	
Year A	<b>MY LITTLE WORLD!</b>	<b>PRINCESSES AND KNIGHTS</b>	<b>DINOSAURS</b>	<b>PIRATES</b>	<b>HOLIDAYS NEAR AND FAR</b>	<b>MINI BEASTS AND MINI WORLDS</b>
	I Belong Safety/online safety	Super Me	My Marvellous Mind Safety/online safety	How I Feel	Changing Me Safety/online safety	
Year B	<b>SUPERHEROES!</b>	<b>I LIKE TO PLAY!</b>	<b>THIS IS MY HOME</b>	<b>BABY ANIMALS ON THE FARM</b>	<b>JUNGLE ADVENTURES</b>	<b>LET'S GO SEE...</b>
	Fabulous Friends Safety/online safety	Yes, I Can	It's Good to Share Safety/online safety	Look What I can do!	Changing Me Safety/online safety	

	BARN OWLS (Y1/Y2)					
	Autumn		Spring		Summer	
Year A	<b>ALL ABOUT ME</b>	<b>CASTLES</b>	<b>AMAZING ANIMALS</b>	<b>ARCTIC ADVENTURES</b>	<b>SUN SEA AND SAND</b>	<b>THE SECRET WORLD OF PLANTS</b>
	Safety/Online safety What helps us stay healthy? <a href="#">It's my body</a> R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of	What is the same and different about us? <a href="#">Diverse Britain</a> L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to R21. about what is kind and unkind behaviour, and how this can affect others L5. about the different roles and responsibilities people have in their community L2. how people and other living things have different	Safety/Online safety Who is special to us? <a href="#">VIPs</a> H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that	What can we do with money? <a href="#">Money Matters</a> L10. what money is; forms that money comes in; that money comes from different sources L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L13. that money needs to be looked after; different ways of doing this. L11. that people make different choices about how	Safety/Online safety Who helps to keep us safe? <a href="#">Safety first</a> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe H30. about how to keep safe at home (including around	How can we look after each other and the world? <a href="#">One world</a> R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L6. to recognise the ways they are the same as, and different to, other people L2. how people and other living things have different

	<p>not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H10. about the people who help us to stay physically healthy I know</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>	<p>needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R21. about what is kind and unkind behaviour, and how</p>	<p>to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>needs; about the responsibilities of caring for them</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L3. about things they can do to help look after their environment</p>
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Year B	<b>SUPERHEROES!</b>	<b>TOYS</b>	<b>HOUSES AND HOMES</b>	<b>GREAT FIRE OF LONDON</b>	<b>OUR AMAZING WORLD</b>	<b>TRAVEL AND TRANSPORT</b>
	<p><u>Safety/Online safety</u> What helps us grow and stay healthy? <u>Growing up</u> H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others R3. about different types of families including those that</p>	<p>How do we recognise our feelings? <u>Be yourself</u> H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good R25. how to talk about and share their opinions on things that matter to them H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H23. to identify what they are</p>	<p><u>Safety/Online safety</u> What is bullying? <u>to include</u> <u>Think Positive</u> H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H1. about what keeping healthy means; different ways to keep healthy H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves R21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good</p>	<p>What makes a good friend? <u>TEAM</u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others</p>	<p><u>Safety/Online safety</u> What helps us to stay safe? <u>to include</u> <u>Digital well being</u> H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the</p>	<p>What jobs do people do? <u>Aiming high</u> L8. about the role of the internet in everyday life H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths H23. to identify what they are good at, what they like and dislike L17. about some of the strengths and interests someone might need to do different jobs R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that people they know or people who work in the community do L15. that jobs help people to earn money to pay for things H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

	<p>may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>good at, what they like and dislike</p>	<p>H11. about different feelings that humans can experience</p>	<p>is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>importance of telling a trusted adult if they come across something that scares them R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know</p> <p>L9. that not all information seen online is true</p>	
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	SNOWY OWLS (Y3/Y4)					
	Autumn		Spring		Summer	
Year A	FOOD GLORIOUS FOOD	THE ROMANS ARE COMING!	THE RAINFOREST	CHOCOLATE – YUM!	SEA AND COAST	OFF ON HOLIBOBS?
	<p><b>Safety/Online safety</b></p> <p>What strengths, skills and interests do we have? to include</p> <p><a href="#">Think positive</a></p> <p><a href="#">Aiming high</a></p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L25. to recognise positive</p>	<p>What makes a community?</p> <p><a href="#">Diverse Britain</a></p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p><b>Safety/Online safety</b></p> <p>How can our choices make a difference to others and the environment?</p> <p><a href="#">One World</a></p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g.</p>	<p>How can our choices make a difference to others and the environment? contd</p> <p><a href="#">Money Matters</a> (link with fair trade)</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p><b>Safety/Online safety</b></p> <p>What keeps us safe?</p> <p><a href="#">Safety First</a></p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H26. that for some people gender identity does not correspond with their</p>	<p>How will we change and grow? Y4 <b>repeated</b></p> <p><a href="#">Growing up</a></p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice</p>



<p>things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways</p>	<p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to</p>	<p>reducing, reusing, recycling; food choices</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p>biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and</p>	<p>about growing and changing, especially about puberty</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone</p>
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	<p>of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>improve or support courteous, respectful relationships L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>			<p>report concerns if worried about their own or someone else's personal safety (including online) H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p>	<p>emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>
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Year B	<b>GET READY, GET FIT!</b>	<b>LIGHTS, CAMERA, ACTION!</b>	<b>WALK LIKE AN EGYPTIAN</b>	<b>YOU'RE MY HERO!</b>	<b>HOW DOES YOUR GARDEN GROW?</b>	<b>MORE INVADERS!</b>
	<p>Safety/Online safety</p> <p>Why should we eat well and look after our teeth? Y3 (science link)</p>	<p>How do we treat each other with respect? Y4</p> <p><a href="#">TEAM</a></p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and</p>	<p>Safety/Online safety</p> <p>What are families like? Y3 <a href="#">VIPS</a></p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g.</p>	<p>How can we manage risk in different places?</p> <p>to include</p> <p><a href="#">Digital well being</a></p> <p>R12. to recognise what it means to 'know someone</p>	<p>Safety/Online safety</p> <p>How will we change and grow? Y4</p> <p><a href="#">Growing up</a> repeated</p> <p>H31. about the physical and emotional changes that</p>	<p>How can we manage our feelings?</p> <p><a href="#">Be Yourself</a></p> <p>H17. to recognise that feelings can change over time and range in intensity</p>

<p>Why should we keep active and sleep well?</p> <p>Y3 <b>It's my body</b></p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why</p>	<p>whom to tell if they think they or someone they know might be at risk<sup>3</sup></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the</p>	<p>marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of selfworth</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or</p>
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<p>regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H12. about the benefits of sun</p>	<p>importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be</p>	<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p>proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family</p>	<p>anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the</p>
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	<p>exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>future careers e.g. teamwork, communication and negotiation  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R13. the importance of seeking support if feeling lonely or excluded  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L6. about the different groups that make up their community; what living in a community means</p>	<p>agreed to, and when it is right to break a confidence or share a secret  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, namecalling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it  L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  L11. recognise ways in which the internet and social media can be used both positively and negatively  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it.  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p>	<p>members love, security and stability  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>transition to new schools  H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>
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	LONG-EARED OWLS (Y5 / Y6)					
	Autumn		Spring		Summer	
Year A	ANCESTRY.COM	DOCTOR DOCTOR!	FORCES OF NATURE	FAR OFF LANDS	CAVERNOUS CANYON!	VICTORIOUS VIKINGS?
	<p>Safety/Online safety  How do we treat each other with respect?  <a href="#">VIPs</a>  R5. that people who love and</p>	<p>How can we keep healthy as we grow?  <a href="#">It's my body</a>  H1. how to make informed decisions about health</p>	<p>Safety/Online safety  What makes up a person's identity?  <a href="#">Diverse Britain</a>  H25. about personal identity;</p>	<p>How can we work together?  How can friends communicate safely?  <a href="#">TEAM</a></p>	<p>Safety/Online safety  What jobs would we like?  <a href="#">Aiming High</a></p>	<p>How will we grow and change?  RSE <a href="#">Growing up</a> repeat  H30. to identify the external genitalia and internal</p>

<p>care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies</p>	<p>what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;</p>	<p><b>Digital Well being</b> (partial)</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L30. about some</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals</p>	<p>reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity;</p>
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	<p>differences positively and safely</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H40. about the importance of</p>	<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships;</p>	<p>to help achieve personal outcomes</p>	<p>what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love</p>
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		<p>taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H9. that bacteria and viruses</p>		<p>how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful</p>		<p>and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>
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		<p>can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>L9. about stereotypes; how they can negatively influence</p>		<p>relationships</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>L12. how to assess the</p>		
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		<p>behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>		
<b>Year B</b>	<b>WAR HORSE</b>	<b>FROZEN WORLDS</b>	<b>OUR PLACE IN SPACE - EXTREME EARTH</b>	<b>THIEVES, BEWARE!</b>	<b>GROOVY GREEKS</b>	<b>WHEN STARS ARE SCATTERED</b>

<p><b>Safety/Online safety</b> How can we manage our feelings? <u>Think Positive</u> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H2. about the elements of a balanced, healthy lifestyle H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties</p>	<p><u>One World</u> (link with Geog) How can we help in an accident or emergency? <u>Safety First</u> H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup> H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p><b>Safety/Online safety</b> How do friendships change as we grow? <u>Be Yourself</u> R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R16. how friendships can change over time, about making new friends and the benefits of having different types of friends H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and</p>	<p>How can the media influence people? <u>Digital Well being</u> (partial) L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and</p>	<p><b>Safety/Online safety</b> What decisions can people make with money? <u>Money Matters</u> L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>What will change as we become more independent? RSE <u>Growing up repeat</u> H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to</p>
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	<p>can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p>	<p>proportionately in different situations</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with</p>	<p>images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>		<p>feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to</p>
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			<p>problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>			<p>them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>R6. that a feature of positive family life is caring</p>
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						relationships; about the different ways in which people care for one another
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### Notes on mixed age delivery:

Whilst PSHE is a subject which works well in mixed age classes as pupils across different age groups show a range of depth of understanding, and is a subject where pupils of all abilities can access equally, certain considerations must be made where the questions and content matter come from a different year group. Consider: - appropriateness of content - appropriateness of resources - delivery context - vocabulary. \*Where using video clips – always watch all the way through to ensure age suitability. **Parents to be informed in advance of RSE units.**

**Resources used to deliver PSHE:** PSHE Association materials, Twinkl (as below), Shropshire 'Respect Yourself' units, CEOP materials, BBC Teach

TWINKL UNITS						
KS1	THINK POSITIVE	DIGITAL WELLBEING	MONEY MATTERS	DIVERSE BRITAIN	GROWING UP	VIPS
	1) Think happy, feel happy 2) It's your choice 3) Go getters 4) Let it out 5) Be thankful 6) Be mindful	1) The internet and me 2) Online and offline 3) Staying safe online 4) Personal information 5) Communicating online 6) True or False?	1) Money 2) Where money comes from 3) Look after it 4) Save or spend? 5) Want or need? 6) Going shopping	1) My school 2) My community 3) My neighbourhood 4) My Country 5) British People 6) What makes me proud of Britain?	1) Our bodies 2) Is it OK? 3) Pink and Blue 4) Your family, my family 5) Getting older 6) Changes	1) Who are your VIPS? 2) Families 3) Friends 4) Falling out 5) Working together 6) Showing you care
LKS2	1) Happy minds, happy people 2) Thoughts and feelings 3) Changes 4) Keep calm and relax 5) You're the boss 6) Always learning	1) The digital world 2) Digital Kindness 3) Do I know you? 4) Online information 5) Keep it private 6) My digital wellness	1) Where does money come from? 2) Ways to pay 3) Reasons to borrow 4) Spending decisions 5) Advertising 6) Keeping track	1) Living in the British Isles 2) Democracy 3) Rules, laws & responsibilities 4) Liberty 5) Tolerance and respect 6) What does it mean to be British?	1) Human reproduction 2) Changes in boys 3) Changes in girls 4) Changing emotions 5) Relationships and families 6) Where do I come from?	1) Family and Friends 2) Fabulous Friends 3) This is a good relationship? 4) Falling out 5) What is bullying? 6) Stand up to Bullying
UKS2	1) The Cognitive Triangle 2) Thoughts are not facts 3) Face your feelings 4) Choices and Consequences 5) Being present 6) Yes I can!	1) My Digital Life 2) Staying safe, happy and healthy online 3) Online relationships 4) Social Media 5) Saying no to online bullying 6) Fake News	1) Look after it! 2) Critical Consumers 3) Value for money & ethical spending 4) Budgeting 5) Money & emotional well being 6) Money & the wider world	1) Identities 2) Communities 3) Respecting the Law 4) Local Government 5) National Government 6) Making a Difference	1) Changing Bodies 2) Changing emotions 3) Just the way you are 4) Relationships 5) Let's talk about sex 6) Human reproduction	1) People we love 2) Think before you act 3) It's ok to disagree 4) You decide 5) Secrets 6) False friends
KS1	TEAM	SAFETY FIRST	AIMING HIGH	ONE WORLD	IT'S MY BODY	BE YOURSELF
	1) Together everyone achieves more 2) Listening 3) Being kind 4) Bullying & Teasing 5) Brilliant brains 6) Making good choices	1) Keeping safe 2) Staying safe at home 3) Staying safe outside 4) Staying safe around strangers 5) Safe secrets and surprises 6) People who can help	1) Star qualities 2) Positive learners 3) Bright futures 4) Jobs for all 5) Going for goals 6) Looking forward	1) Families 2) Homes 3) Schools 4) Environments 5) Resources 6) Planet Protectors	1) My body, my business 2) Active & Asleep 3) Happy, healthy food 4) Clean as a whistle 5) Can I eat it? 6) I can choose	1) Marvellous Me 2) Feelings 3) Things I like 4) Uncomfortable 5) Changes 6) Speak up
LKS2	1) A new start 2) Together everyone achieves more 3) Working Together 4) Being considerate 5) When things go wrong 6) Responsibilities	1) New Responsibilities 2) Risks, Hazards and Danger 3) Under Pressure 4) Safety when Out and About 5) Dangerous Substances 6) Injuries and Emergencies	1) Achievements 2) Goals 3) Always Learning 4) Jobs and Skills 5) No Limit! 6) When I Grow Up	1) Chiwa and Kwende 2) Chiwa's Dilemma 1 3) Chiwa's Dilemma 1 4) Chiwa's Sugar 5) Chiwa's World 6) Charity for Chiwa	1) My body, my choice 2) Fit as a Fiddle 3) Good night, Good Day 4) Cough, Splutter, Sneeze! 5) Drugs – healing or harmful? 6) Choices Everywhere!	1) Pride 2) Feelings 3) Express Yourself 4) Know your Mind 5) Media- wise 6) Making it Right
UKS2	1) Together everyone achieves more 2) Communicate 3) Compromise & Collaborate	1) You are responsible 2) What are the risks? 3) Making your mind up 4) In an emergency	1) You can achieve anything 2) Breaking down barriers 3) Future Focus 4) Equal Opportunities	1) Global citizens 2) Global warming 3) Energy 4) Water	1) Your body is your own 2) Exercise right, sleep tight 3) Taking care of our bodies 4) Harmful Substances	1) You are unique 2) Let it Out! 3) Uncomfortable feelings 4) The Confidence Trick

	4) Care 5) Unkind behaviour 6) Shared responsibilities	5) Home –safe and sound 6) Outdoors – playing it safe	5) The World of Work 6) Onwards and Upwards	5) Biodiversity 6) In our Hands	5) How we think & feel about our Bodies 6) Healthy Choices	5) Do the Right Thing 6) Making Amends
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