

Key Values

Curiosity and Resilience

Y1	Knowledge, Skills and Attributes		
	Relationships: Ourselves and Others <i>Autumn 1 - Individual Liberty</i>	Health and Wellbeing: Being Healthy <i>Spring 1 - Individual Liberty</i>	Health and Wellbeing: Keeping Safe <i>Summer 1 - Rule of Law</i>
	<i>What is the same and different about us?</i>	<i>What helps us stay healthy?</i>	<i>Who helps to keep us safe?</i>
	- What they like/dislike and are good at What makes them special and how everyone has different strengths How their personal features or qualities are unique to them have genitalia; and that parts of bodies covered with underwear are private	What being healthy means and who helps help them to stay healthy (e.g., dentist, doctor) That things people put into or onto their bodies can affect how they feel How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy Why hygiene is important and how simple hygiene routines can stop germs from being passed on What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing	That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say How to respond safely to adults they don't know What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until heard How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
	Relationships: Families <i>Autumn 2 - Mutual Respect and Tolerance</i>	Living in the Wider World: Money <i>Spring 2 - Individual Liberty</i>	Living in the Wider World: Ourselves and Others <i>Summer 2 - Rule of Law</i>
	<i>Who is Special to us?</i>	<i>What can we do with money?</i>	<i>How can we look after each other and the world?</i>
	That family is one of the groups they belong to, as well as, for example, school, friends, clubs About the different people and their roles in the family / those that love and care for them What their family members, or people that are special to them, do to make them feel loved and cared for How families are all different but share common features - what is the same and different about them About different features of family life, including what families do / enjoy together That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	What money is - that money comes in different forms How money is obtained (e.g. earned, won, borrowed, presents) How people make choices about what to do with money, including spending and saving The difference between needs and wants - that people may not always be able to have the things they want How to keep money safe and the different ways of doing this	How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively The responsibilities they have in and out of the classroom How people and animals need to be looked after and cared for What can harm the local and global environment; how they and others can help care for it How people grow and change and how people's needs change as they grow from young to old How to manage change when moving to a new class/year group

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* Red - links to consent

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Y2	Knowledge, Skills and Attributes		
	Relationships: Friendship Autumn 1 - Mutual Respect and Tolerance	Living in the Wider World: People and Jobs Spring 1 - Individual Liberty	Health and Wellbeing: Being Healthy Summer 1 - Individual Liberty
	<i>What makes a good friend?</i>	<i>What jobs do people do?</i>	<i>What can help us grow and stay healthy?</i>
	- How to make friends with others - How to recognise when they feel lonely and what they could do about it - How people behave when they are being friendly and what makes a good friend - How to resolve arguments that can occur in friendships - How to ask for help if a friendship is making them unhappy	- How jobs help people earn money to pay for things they need and want - About a range of different jobs, including those done by people they know or people who work in their community - How people have different strengths and interests that enable them to do different jobs - How people use the internet and digital devices in their jobs and everyday life	- That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest - That eating and drinking too much sugar can affect their health, including dental health - How to be physically active and how much rest and sleep they should have everyday - That there are different ways to learn and play; how to know when to take a break from screen-time - How sunshine helps bodies to grow and how to keep safe and well in the sun (Covered in Science)
	Relationships: Behaviour Autumn 2 - Mutual Respect and Tolerance	Health and Wellbeing: Keeping Safe Spring 2 - Rule of Law	Health and Wellbeing: Feelings Summer 2 - Individual Liberty
	<i>What is Bullying?</i>	<i>What helps us to stay safe? (Mostly covered in Computing)</i>	<i>How do we recognise our feelings?</i>
	- How words and actions can affect how people feel - How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe - Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable - How to respond if this happens in different situations - How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so - Understand the terms Race, and Racism - Know what a stereotype and bias is - Understand discrimination and Anti-Racism	- How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines) - Household products and online - How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them (Part covered in Computing) - How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets (Part covered in Computing) - How not everything they see online is true or trustworthy and that people can pretend to be someone they are not (Covered in Computing) - How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them (Covered in Computing)	- How to recognise, name and describe a range of feelings - What helps them to feel good, or better if not feeling good - How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) - How feelings can affect people in their bodies and their behaviour - Ways to manage big feelings and the importance of sharing their feelings with someone they trust - How to recognise when they might need help with feelings and how to ask for help when they need it

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Y3	Knowledge, Skills and Attributes		
	Health and Wellbeing: Being Healthy Autumn 1 - Individual Liberty	Relationships: Families Spring 1 - Mutual Respect and Tolerance	Relationships: Friendship Summer 1 - Mutual Respect and Tolerance
	<i>Why should we eat well and look after our teeth?</i>	<i>What are families like?</i>	<i>How can we be a good friend?</i>
	- How to eat a healthy diet and the benefits of nutritionally rich foods - How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist - How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health - How people make choices about what to eat and drink, including who or what influences these - How, when and where to ask for advice and help about healthy eating and dental care	- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) - How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays - How people within families should care for each other and the different ways they demonstrate this - How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	- How friendships support wellbeing and the importance of seeking support if feeling lonely - How to recognise if others are feeling lonely and excluded and strategies to include them - How to build good friendships, including identifying qualities that contribute to positive friendships - That friendships sometimes have difficulties, and how to manage when there is a problem with a friend; resolve disputes/ reconcile differences - How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
	Health and Wellbeing: Keeping Safe Autumn 2 - Rule of Law	Living in the Wider World: Community Spring 2 - Democracy	Health and Wellbeing: Being Healthy Summer 2 - Individual Liberty
	<i>What keeps us safe?</i>	<i>What makes a community?</i>	<i>Why should we keep active and sleep well?</i>
	- How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe - How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) - How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma responsibly) - How to react/respond if there is an accident and how to deal with minor injuries e.g. scratches, burns - What to do in an emergency, including calling for help and speaking to the emergency services	- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - What is meant by a diverse community; how different groups make up the wider/local community around the school - How the community helps everyone to feel included and values the different contributions that people make - How to be respectful towards people who may live differently to them LEAN - Unit 1-4 + element of 7 - Neurodiversity means that we are all different in how we think, feel, and learn, because our brains process information differently. - How you choose to treat other people in class can make a big difference to how they feel and how their school day goes. - Communication with other people is about information processing. - Different people may find it easier or harder to communicate in certain ways. - Needs and wants aren't the same.	How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

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Y4	Knowledge, Skills and Attributes		
	Health and Wellbeing: Self Esteem Autumn 1 - Individual Liberty	Health and Wellbeing: Feelings Spring 1 - Individual Liberty	Living in the Wider World: Caring for Others Summer 1 - Democracy
	<i>What strengths, skills, and interests do we have?</i>	<i>How can we manage our feelings?</i>	<i>How can our choices make a difference to others?</i>
	- How to recognise personal qualities and individuality To develop self-worth by identifying positive things about themselves and their achievements How their personal attributes, strengths, skills and interests contribute to their self-esteem - How to set goals for themselves - How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	How feelings change over time and can be experienced at different levels of intensity The importance of expressing feelings and how they can be expressed in different ways How to respond proportionately to, and manage, feelings in different circumstances - Ways of managing feelings at times of loss, grief and change How to access advice and support to help manage their own or others' feelings	How people have a shared responsibility to help protect the world around them - How everyday choices can affect the environment - How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) - The skills and vocabulary to share their thoughts, ideas and opinions in discussion about issues - How to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way
	Relationships: Respect Autumn 2 Mutual Respect and Tolerance	Health and Wellbeing: Keeping Safe Spring 2 - Rule of Law	Health and Wellbeing: Growing and Changing Summer 2 - Individual Liberty
	<i>How do we treat each other with respect?</i>	<i>How can we manage risk in different places?</i> (Mostly covered in Computing)	<i>How will we grow and change?</i>
	How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return - About the relationship between rights and responsibilities - The rights that children have and why it is important to protect these That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience this happening How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns Anti- Racism Education - Link 1,2,4,5 - Understanding the terminology of race & racism - Defining Anti-Racism - Understanding stereotypes/unconscious bias and how these may affect our views/opinions	- How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is against the law How people's online actions can impact on others (Covered in Computing) How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online (Covered in Computing) How to report concerns, including about inappropriate online content and contact (Covered in Computing)	About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings How to ask for advice and support about growing and changing and puberty - How personal hygiene routines change during puberty

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Y5	Knowledge, Skills and Attributes		
	Health and Wellbeing: Identity Autumn 1 Mutual Respect and Tolerance	Health and Wellbeing: Basic First Aid Spring 1 - Rule of Law	Health and Wellbeing: Healthy Habits Summer 1 - Rule of Law
	<i>What makes up our identity?</i>	<i>How can we help in an accident or emergency?</i>	<i>How can drugs affect health?</i>
	- How to recognise and respect similarities and differences between people and what they have in common with others - That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) - How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) - About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others - How to challenge stereotypes and assumptions about others	- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions - That if someone has experienced a head injury, they should not be moved - When it is appropriate to use first aid and the importance of seeking adult help - The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	- How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing - That some drugs are legal (but may have laws or restrictions connected) and other drugs are illegal - How laws surrounding the use of drugs exist to protect them and others - Why people choose to use/not use different drugs - How people can prevent or reduce the risks associated with them - That for some people, drug use can become a habit which is difficult to break - How organisations can help to support - How to ask for help from a trusted adult if they have any worries or concerns about drugs
	LEAN- unit 1, 5, 6, 7 - Neurodiversity means that we are all different in how we think, feel, and learn, because our brains process information differently. - Fairness in school isn't always about being treated the same or getting the same things. - Recognising others' needs as well as my own is an important part of being a friend or classmate. - Learning about differences between types of brains helps us understand how these differences affect people's lives, and that those differences are OK. - As individuals and as a class, we choose how we treat each other and how we act toward people who seem different.		
	Living in the Wider World: Money Autumn 2 - Individual Liberty	Relationships: Friendship Spring 2 - Mutual Respect and Tolerance	Living in the Wider World: Careers and the Future Summer 2 - Democracy and Individual Liberty
	<i>What decisions can people make with money?</i>	<i>How can friends communicate safely?</i>	<i>What jobs would we like?</i>
	- How people make decisions about spending and saving money and what influences them - How to keep track of money so people know how much they have to spend or save - How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) - How to recognise what makes something 'value for money' and what this means to them - That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	- About the different types of relationships people have in their lives - How to respond if a friendship is making them feel worried, unsafe or uncomfortable - How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety - How friends and family communicate together; how the internet/social media can be used positively (Covered in Computing) - How knowing someone online differs from knowing someone face-to-face (Covered in Computing) - About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images/ personal info is shared (Covered in Computing)	- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime - That some jobs are paid more than others and some may be voluntary (unpaid) - About the skills, attributes, qualifications and training needed for different jobs - That there are different ways into jobs and careers, including college, apprenticeships and university - How people choose a career/job and what influences their decision, including skills and pay - How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

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Y6	Knowledge, Skills and Attributes				
	Health and Wellbeing: Looking After Ourselves Autumn - Individual Liberty	Living in the Wider World: Media & Digital Resilience Spring - Mutual Respect and Tolerance & Rule of Law	Relationships: Changing and Independence Summer - Individual Liberty and Democracy		
	How can we keep healthy as we grow?	How can the Media influence people? (Mostly covered in Computing)	What will change as we become more independent?		
	- How mental and physical health are linked - How to make choices that support a healthy, balanced lifestyle including: - How to plan a healthy meal - How to stay physically active - How to maintain good dental health, including oral hygiene, food and drink choices - How to benefit from and stay safe in the sun - How and why to balance time spent online with other activities - How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support sleep - How to manage the influence of friends and family on health choices - That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one - How legal and illegal drugs (legal and illegal) can affect health and how to manage these situations - How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school - That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on - That anyone can experience mental ill-health and to discuss concerns with a trusted adult - That mental health difficulties can usually be resolved or managed with the right strategies and support	- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions (Covered in Computing) That not everything should be shared online or social media and that there are rules about this, including the distribution of images (Covered in Computing) - That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions (Covered in Computing) - To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts (Covered in Computing) - How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them (Covered in Computing) How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue (Covered in Computing) - Discuss and debate what influences people's decisions, taking into consideration different viewpoints	That people have different kinds of relationships in their lives, including romantic or intimate relationships - That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another That adults can choose to be part of a committed relationship or not, including marriage or civil partnership That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime - How puberty relates to growing from childhood to adulthood - About the reproductive organs and process - how babies are conceived and born and how they need to be cared for That there are ways to prevent a baby being made - How growing up and becoming more independent comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this - How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing		
		The Wider World: Respect and Protected Characteristics Spring - Mutual Respect			
		Anti- Racism Education - Link			

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Sex and Relationship Education - Summer Term Additional		
Year 1	Year 2	Year 3
○ To understand that we are all different but can still be friends ○ To discuss how children grow and change ○ To explore different types of families and who to ask for help ○ To identify who can help when families make us feel unhappy or unsafe	○ To introduce the concept of gender stereotypes ○ To identify differences between males and females ○ To explore some of the differences between males and females and to understand how this is part of the life cycle ○ To focus on sexual difference and name body parts	○ To identify that people are unique and to respect those differences ○ To explore the differences between male and female bodies ○ To consider appropriate and inappropriate physical contact and consent ○ To explore different types of families and who to go to for help and support
Year 4	Year 5	Year 6
○ To explore the human lifecycle ○ To identify some basic facts about puberty ○ To explore how puberty is linked to reproduction ○ To explore respect in a range of relationships ○ To discuss the characteristics of healthy relationships	○ To explore the emotional and physical changes occurring in puberty ○ To understand male and female puberty changes in more detail ○ To explore the impact of puberty on the body and the importance of physical hygiene ○ To explore ways to get support during puberty	○ To consider puberty and reproduction ○ Exploring the importance of communication and respect in relationships ○ To consider different ways people might start a family ○ To explore positive and negative ways of communicating in a relationship

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