

PSHE Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and Friendships	Families and Friendships	Families and Friendships	Families and Friendships	Families and Friendships	Families and Friendships
	Safe Relationships	Safe Relationships	Safe Relationships	Safe Relationships	Safe Relationships	Safe Relationships
	Respecting Ourselves & Others	Respecting Ourselves & Others	Respecting Ourselves & Others	Respecting Ourselves & Others	Respecting Ourselves & Others	DARE
						Respecting Ourselves & Others
Living In The Wider World	Belonging To A Community	Belonging To A Community	Belonging To A Community	Belonging To A Community	Belonging To A Community	Belonging To A Community
	Media Literacy & Digital Resilience	Media Literacy & Digital Resilience	Media Literacy & Digital Resilience	Media Literacy & Digital Resilience	Media Literacy & Digital Resilience	Media Literacy & Digital Resilience
	Money & Work	Money & Work	Money & Work	Money & Work	Money & Work	Money & Work
Health & Wellbeing	Physical Health & Mental Wellbeing	Physical Health & Mental Wellbeing	Physical Health & Mental Wellbeing	Physical Health & Mental Wellbeing	Physical Health & Mental Wellbeing	Physical Health & Mental Wellbeing
	Growing & Changing	Growing & Changing	Growing & Changing	Growing & Changing	Growing & Changing	Growing & Changing
	Keeping Safe	Keeping Safe	Keeping Safe	Keeping Safe	Keeping Safe	Keeping Safe

No Outsiders - Teaching the protected characteristics

	Year 1	Year 2	Year 3 Year 4	Year 5	Year 6
Families and Friendships	<p><i>(Roles of different people; families; feeling cared for)</i></p> <p>To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>The role these different people play in children’s lives and how they care for them</p> <p>What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>About the importance of telling someone — and how to tell them — if they are worried about something in their family</p> <p>No Outsiders: My Grandpa Is Amazing by Nick Butterworth <i>(To recognise that people are different ages)</i></p> <p>/ Eroll’s Garden by Gillian Hibbs <i>(To work together)</i></p>	<p><i>(Making friends; feeling lonely and getting help)</i></p> <p>To how to be a good friend, e.g. kindness, listening, honesty</p> <p>To know about different ways that people meet and make friends</p> <p>To know strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>To know about what causes arguments between friends</p> <p>To know how to positively resolve arguments between friends</p> <p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>No Outsiders: The Great Big Book Of Families by Mary Hoffman & Ros Asquith <i>(To understand what diversity is)</i> / Amazing by Steve Antony <i>(To think about what makes a good friend)</i></p>	<p><i>(What makes a family; features of family life)</i></p> <p>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>To know that being part of a family provides support, stability and love</p> <p>To know about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>To identify if/when something in a family might make someone upset or worried</p> <p>To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>No Outsiders: Beegu by Alexis Deacon <i>(To be welcoming)</i></p>	<p><i>(Managing friendships and peer influence)</i></p> <p>To know what makes a healthy friendship and how they make people feel included</p> <p>To know strategies to help someone feel included</p> <p>To know about peer influence and how it can make people feel or behave</p> <p>To know the impact of the need for peer approval in different situations, including online</p> <p>To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To know that it is common for friendships to experience challenges</p> <p>To know strategies to positively resolve disputes and reconcile differences in friendships</p> <p>To know that friendships can change over time and the benefits of having new and different types of friends</p> <p>To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>To know when and how to seek support in relation to friendships</p> <p>No Outsiders: Rose Blanche by Ian McEwan and Roberto Innocenti <i>(To justify my actions)</i> / The Girls by Lauren Lee and Jenny Lovlie <i>(To explore friendship)</i></p>	<p><i>(Attraction to others; romantic relationships; civil partnership and marriage)</i></p> <p>To know what it means to be attracted to someone and different kinds of loving relationships</p> <p>To know that people who love each other can be of any gender, ethnicity or faith</p> <p>To know the difference between gender identity and sexual orientation and everyone’s right to be loved</p> <p>To know about the qualities of healthy relationships that help individuals flourish</p> <p>To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>To know that people have the right to choose whom they marry or whether to get married</p> <p>To know that to force anyone into marriage is illegal</p> <p>To know how and where to report forced marriage or ask for help if they are worried</p> <p>No Outsiders: Love You Forever by Robert Mensch <i>(To consider how my life may change as I grow up)</i> / Introducing Teddy by Jessica Walton and Dougal Macpherson <i>(To show acceptance)</i></p>
Safe Relationships	<p><i>(Recognising privacy; staying safe; seeking permission)</i></p> <p>To know about situations when someone’s body or feelings might be hurt and whom to go to for help</p> <p>To know what it means to keep something private, including parts of the body that are private</p> <p>To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>To know to respond if being touched makes them feel uncomfortable or unsafe</p> <p>To know when it is important to ask for permission to touch others</p> <p>To know how to ask for and give/not give permission</p>	<p><i>(Managing secrets; resisting pressure and getting help; recognising hurtful behaviour)</i></p> <p>To know how to recognise hurtful behaviour, including online</p> <p>To know what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>To know about what bullying is and different types of bullying</p> <p>To know how someone may feel if they are being bullied</p> <p>To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p><i>(Personal boundaries; safely responding to others; the impact of hurtful behaviour)</i></p> <p>To know what is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>To know about what privacy and personal boundaries are, including online</p> <p>To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>To know that bullying and hurtful behaviour is unacceptable in any situation</p> <p>To know about the effects and consequences of bullying for the people involved</p> <p>To know about bullying online, and the similarities and differences to face-to-face bullying</p> <p>To know what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>No Outsiders: Oliver by Brigitta Sif <i>(To understand how difference can affect someone)</i> / Two Monsters by David McKee <i>(To find a solution to a problem)</i></p>	<p><i>(Physical contact and feeling safe)</i></p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>To know how to ask for, give and not give permission for physical contact</p> <p>To know how it feels in a person’s mind and body when they are uncomfortable</p> <p>To know that it is never someone’s fault if they have experienced unacceptable contact</p> <p>To know how to respond to unwanted physical contact</p> <p>No Outsiders: How to Heal a Broken Wing by Bob Graham <i>(To recognise when someone needs help)</i></p>	<p>(Taught through DAaRT) <i>(Recognising and managing pressure; consent in different situations)</i></p> <p>To compare the features of a healthy and unhealthy friendship</p> <p>To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>To know strategies to respond to pressure from friends including online</p> <p>To know how to assess the risk of different online ‘challenges’ and ‘dares’</p> <p>To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>To know how to get advice and report concerns about personal safety, including online</p> <p>To know what consent means and how to seek and give/not give permission in different situations</p> <p>No Outsiders: Dreams and Freedom by Amnesty International <i>(To recognise my freedom)</i></p>

Respecting Ourselves and Others

<p><i>(How behaviour affects others; being polite and respectful)</i></p> <p>To know what kind and unkind behaviour mean in and out school</p> <p>To know how kind and unkind behaviour can make people feel</p> <p>To know about what respect means</p> <p>To know about class rules, being polite to others, sharing and taking turns</p> <p>No Outsiders: Ten Little Pirates by Mike Brownlow & Simon Rickerty <i>(To play with boys & girls)</i> / Want to Play Trucks? by Bob Graham <i>(To find ways to play together)</i></p>	<p><i>(Recognising things in common and differences; playing and working cooperatively; sharing opinion)</i></p> <p>To know about the things they have in common with their friends, classmates, and other people</p> <p>To know how friends can have both similarities and differences</p> <p>To know how to play and work cooperatively in different groups and situations</p> <p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p>No Outsiders: The Odd Egg by Emily Gravett <i>(To understand what makes someone feel proud)</i> / Can I Join Your Club? by John Kelly and Steph Laberis <i>(To welcome different people)</i></p>	<p><i>(Recognising respectful behaviour; the importance of self-respect; courtesy and being polite)</i></p> <p>To recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>To know how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>To know the importance of self-respect and their right to be treated respectfully by others</p> <p>To know what it means to treat others, and be treated politely</p> <p>To know the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>No Outsiders: This Is Our House by Michael Rosen <i>(To understand what 'discrimination' means)</i> / The Hueys In The New Jumper by Oliver Jeffers <i>(Use strategies to help someone who feels different)</i> / We're All Wonders by R.J. Palacio <i>(To understand what a bystander is)</i> / The Truth About Old People by Elina Ellis <i>(To understand what a bystander is)</i></p>	<p><i>(Responding respectfully to a wide range of people; recognising prejudice and discrimination)</i></p> <p>To recognise that everyone should be treated equally</p> <p>To know why it is important 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>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>To know the impact of discrimination on individuals, groups and wider society</p> <p>To know ways to safely challenge discrimination</p> <p>To know how to report discrimination online</p> <p>No Outsiders: Where The Poppies Now Grow by Hilary Robinson and Martin Impey <i>(To learn from our past)</i> / Kenny Lives With Erica and Martina by Olly Pike <i>(To consider consequences)</i> / Mixed by Aree Chung <i>(To consider responses to racist behaviour)</i></p>	<p><i>(Expressing opinions and respecting other points of view, including discussing topical issues)</i></p> <p>To know about the link between values and behaviour and how to be a positive role model</p> <p>To know how to discuss issues respectfully</p> <p>To know how to listen to and respect other points of view</p> <p>To know how to constructively challenge points of view they disagree with</p> <p>To know ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>No Outsiders: The Only Way is Badger by Stella J. Jones and Carmen Saldana <i>(To consider language and freedom of speech)</i> / A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss <i>(To consider democracy)</i></p>
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	Year 1	Year 2	Year 3 and Year 4	Year 5	Year 6
Belonging To A Community	<p><i>(What rules are; caring for others' needs; looking after the environment)</i></p> <p>To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>To know that different people have different needs</p> <p>I know how we care for people, animals and other living things in different ways</p> <p>To know how they can look after the environment, e.g. recycling</p> <p>No Outsiders: Going to the Volcano by Andy Stanton <i>(To join in)</i> / My World, Your World by Melonie Walsh <i>(To share the world with lots of people)</i></p>	<p><i>(Belonging to a group; roles and responsibilities; being the same and different in the community)</i></p> <p>To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>To know about different rights and responsibilities that they have in school and the wider community</p> <p>To know about how a community can help people from different groups to feel included</p> <p>To recognise that they are all equal, and ways in which they are the same and different to others in their community</p> <p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>No Outsiders: The First Slodge by Jeanne Willis <i>(To understand how we share the world)</i> / Blown Away by Rob Biddulph <i>(To be able to work with everyone in my class)</i> / What the Jackdaw Saw by Julia Donaldson and Nick Sharratt <i>(To communicate in different ways)</i> / All Are Welcome by Alexandra Penfold and Suzanne Kaufman <i>(To know I belong)</i></p>	<p><i>(The value of rules and laws; rights, freedoms and responsibilities)</i></p> <p>To know the reasons for rules and laws in wider society</p> <p>To know the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>To know what human rights are and how they protect people</p> <p>To identify basic examples of human rights including the rights of children</p> <p>To know about how they have rights and also responsibilities</p> <p>To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>No Outsiders: Planet Omar: Accidental Trouble Magnet by Zanib Mian <i>(To consider living in Britain today)</i></p>	<p><i>(Protecting the environment; compassion towards others)</i></p> <p>To know about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To know the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To know how to show compassion for the environment, animals and other living things</p> <p>To know about the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p> <p>No Outsiders: Dear Greenpeace by Simon James <i>(To understand how our household rubbish pollutes the oceans)</i> / And Tango Makes Three by Justin Richardson and Peter Parnell <i>(To exchange dialogue and express an opinion)</i></p>	<p><i>(Valuing diversity; challenging discrimination and stereotypes)</i></p> <p>To know what prejudice means</p> <p>To differentiate between prejudice and discrimination</p> <p>To know how to recognise acts of discrimination</p> <p>To know strategies to safely respond to and challenge discrimination</p> <p>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>To know how stereotypes are perpetuated and how to challenge this</p> <p>No Outsiders: My Princess Boy by Cheryl Kilo Davis and Suzanne DeSimone <i>(To promote diversity)</i> / The Whisperer by Nick Butterworth <i>(To stand up to discrimination)</i> / The Island by Armin Greder <i>(To challenge the causes of racism)</i> / King of the Sky by Nicola Davis <i>(To consider responses to immigration)</i> / Leaf by Sandra Diechmann <i>(To overcome fears about difference)</i></p>
Media Literacy & Digital Resilience	<p><i>(Using the internet and digital devices; communicating online)</i></p> <p>To know how and why people use the internet</p> <p>To know the benefits of using the internet and digital devices</p> <p>To know how people find things out and communicate safely with others online</p>	<p><i>(The internet in everyday life; online content and information)</i></p> <p>To know the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>To know that information online might not always be true</p>	<p><i>(How the internet is used; assessing information online)</i></p> <p>To know how the internet can be used positively for leisure, for school and for work</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>To know strategies to recognise whether something they see online is true or accurate</p> <p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To make safe, reliable choices from search results</p> <p>To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p><i>(How information online is targeted; different media types, their role and impact)</i></p> <p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>To know that some media and online content promote stereotypes</p> <p>To know how to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p> <p>To know how devices store and share information</p>	<p><i>(Evaluating media sources; sharing things online)</i></p> <p>To know about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>To know how and why images online might be manipulated, altered, or faked</p> <p>To know how to recognise when images might have been altered</p> <p>To know why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>To know that social media sites have age restrictions and regulations for use</p> <p>To know the reasons why some media and online content is not appropriate for children</p> <p>To know how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>To know about sharing things online, including rules and laws relating to this</p> <p>To know how to recognise what is appropriate to share online</p> <p>To know how to report inappropriate online content or contact</p>

Money and Work

<p><i>(Strengths and interests; jobs in the community)</i></p> <p>To know that everyone has different strengths, in and out of school</p> <p>To know about how different strengths and interests are needed to do different jobs</p> <p>To know about people whose job it is to help us in the community</p> <p>To know about different jobs and the work people do</p>	<p><i>(What money is; needs and wants; looking after money)</i></p> <p>To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>To know how money can be kept and looked after</p> <p>To know about getting, keeping and spending money</p> <p>To know that people are paid money for the job they do</p> <p>To know how to recognise the difference between needs and wants</p> <p>To know how people make choices about spending money, including thinking about needs and wants</p>	<p><i>(Different jobs and skills; job stereotypes; setting personal goals)</i></p> <p>To know about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>To know that people can have more than one job at once or over their lifetime</p> <p>To know about common myths and gender stereotypes related to work</p> <p>To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>To know about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>To recognise their interests, skills and achievements and how these might link to future jobs</p> <p>To know how to set goals that they would like to achieve this year e.g. learn a new hobby</p> <p>No Outsiders: The Children's Book Of Money Sense by Sophie Giles <i>(To develop money sense, whether spending or saving).</i></p>	<p><i>(Identifying job interests and aspirations; what influences career choices; workplace stereotypes)</i></p> <p>To identify jobs that they might like to do in the future</p> <p>To know about the role ambition can play in achieving a future career</p> <p>To know how or why someone might choose a certain career</p> <p>To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>To know the importance of diversity and inclusion to promote people's career opportunities</p> <p>To know about stereotyping in the workplace, its impact and how to challenge it</p> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p><i>(Influences and attitudes to money; money and financial risks)</i></p> <p>To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>To know about value for money and how to judge if something is value for money</p> <p>To know how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>To know how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>To know about common risks associated with money, including debt, fraud and gambling</p> <p>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>To know how to get help if they are concerned about gambling or other financial risks</p> <p>Millions – The Not So Great Train Robbery by Frank Cottrell Boyce</p>
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	Year 1	Year 2	Year 3 and Year 4	Year 5	Year 6
Physical Health and Mental Wellbeing	<p><i>(Keeping healthy; food and exercise; hygiene routines; sun safety)</i></p> <p>To know what it means to be healthy and why it is important</p> <p>To know ways to take care of themselves on a daily basis •</p> <p>To know about basic hygiene routines, e.g. hand washing</p> <p>To know about healthy and unhealthy foods, including sugar intake</p> <p>To know about physical activity and how it keeps people healthy</p> <p>To know about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>To know how to keep safe in the sun</p> <p>No Outsiders: Max The Champion by Sean Stockdale, Alexandra Strick & Ros Asquith <i>(To understand that our bodies work in different ways)</i></p>	<p><i>(Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help)</i></p> <p>To know about routines and habits for maintaining good physical and mental health</p> <p>To know why sleep and rest are important for growing and keeping healthy</p> <p>To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>To know the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>To know about food and drink that affect dental health</p> <p>To how to describe and share a range of feelings</p> <p>To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>No Outsiders: How to be a Lion by Ed Vere <i>(To have self-confidence)</i></p>	<p><i>(Health choices and habits; what affects feelings; expressing feelings)</i></p> <p>To know about the choices that people make in daily life that could affect their health</p> <p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>To know what can help people to make healthy choices and what might negatively influence them</p> <p>To know about habits and that sometimes they can be maintained, changed or stopped</p> <p>To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>To know about the things that affect feelings both positively and negatively</p> <p>To know strategies to identify and talk about their feelings</p> <p>To know about some of the different ways people express feelings e.g. words, actions, body language</p> <p>To recognise how feelings can change overtime and become more or less powerful</p>	<p><i>(Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies)</i></p> <p>To know how sleep contributes to a healthy lifestyle</p> <p>To know healthy sleep strategies and how to maintain them</p> <p>To know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>To know how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>To know how medicines can contribute to health and how allergies can be managed</p> <p>To know that some diseases can be prevented by vaccinations and immunisations</p> <p>To know that bacteria and viruses can affect health</p> <p>To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>To recognise the shared responsibility of keeping a clean environment</p>	<p><i>(What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online)</i></p> <p>To know that mental health is just as important as physical health and that both need looking after</p> <p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>To know positive strategies for managing feelings</p> <p>To know that there are situations when someone may experience mixed or conflicting feelings</p> <p>To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>To identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>To know the importance of asking for support from a trusted adult</p> <p>To know about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>To know that changes can mean people experience feelings of loss or grief</p>
Growing and Changing	<p><i>(Recognising what makes them unique and special; feelings; managing when things go wrong)</i></p> <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>To know how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>To know how they are the same and different to others</p> <p>To know about different kinds of feelings</p> <p>To know how to recognise feelings in themselves and others</p> <p>To know how feelings can affect how people behave</p> <p>No Outsiders: Elmer by David McKee <i>(To like the way I am)</i></p> <p>/ Hair, It's a Family Affair by Mylo Freeman <i>(To be proud of me)</i></p>	<p><i>(Growing older; naming body parts; moving class or year)</i></p> <p>To know about the human life cycle and how people grow from young to old</p> <p>To know how our needs and bodies change as we grow up</p> <p>To know about change as people grow up, including new opportunities and responsibilities</p> <p>Preparing to move to a new class and setting goals for next year</p>	<p><i>(Personal strengths and achievements; managing and reframing setbacks)</i></p> <p>To know that everyone is an individual and has unique and valuable contributions to make</p> <p>To recognise how strengths and interests form part of a person's identity</p> <p>To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>To recognise common challenges to self - worth e.g. finding school work difficult, friendship issues</p> <p>To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>	<p><i>(Personal identity; recognising individuality and different qualities; mental wellbeing)</i></p> <p>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>To know that for some people their gender identity does not correspond with their biological sex</p> <p>To know how to recognise, respect and express their individuality and personal qualities</p> <p>To know ways to boost their mood and improve emotional wellbeing</p> <p>To know about the link between participating in interests, hobbies and community groups and mental wellbeing</p> <p>No Outsiders: The Artist Who Painted a Blue Horse by Eric Carl <i>(To appreciate artistic freedom)</i></p>	<p><i>(Human reproduction and birth; increasing independence; managing transitions)</i></p> <p>To recognise some of the changes as they grow up e.g. increasing independence</p> <p>To know about what being more independent might be like, including how it may feel</p> <p>To know about the transition to secondary school and how this may affect their feelings</p> <p>To know about how relationships may change as they grow up or move to secondary school</p> <p>To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>Consent to Teach (Sex Education)</p> <p>To identify the links between love, committed relationships and conception</p> <p>To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p>To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</p> <p>To know that pregnancy can be prevented with contraception²</p> <p>To know about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>

Keeping Safe

<p><i>(How rules and age restrictions help us; keeping safe online)</i></p> <p>To know how rules can help to keep us safe To know why some things have age restrictions, e.g. TV and film, games, toys or play areas To know basic rules for keeping safe online To know whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>	<p><i>(Safety in different environments; risk and safety at home; emergencies)</i></p> <p>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel To know how to respond if there is an accident and someone is hurt To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>	<p><i>(Risks and hazards; safety in the local environment and unfamiliar places)</i></p> <p>To know how to identify typical hazards at home and in school To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To know about fire safety at home including the need for smoke alarms To know the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	<p><i>(Keeping safe in different situations, including responding in emergencies, first aid)</i></p> <p>To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services</p>	<p><i>(Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media)</i></p> <p>To know how to protect personal information online To identify potential risks of personal information being misused To know strategies for dealing with requests for personal information or images of themselves To identify types of images that are appropriate to share with others and those which might not be appropriate To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others To know how to report the misuse of personal information or sharing of upsetting content/ images online To know about the different age rating systems for social media, T.V, films, games and online gaming To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play To know about the risks and effects of different drugs To know about the laws relating to drugs common to everyday life and illegal drugs To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs To know about the organisations where people can get help and support concerning drug use No Outsiders: Dreams and Freedom by Amnesty International <i>(To recognise my freedom)</i></p>
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	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
Year 1	<p>Families and Friendships <i>(Roles of different people; families; feeling cared for)</i> To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers The role these different people play in children’s lives and how they care for them What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. About the importance of telling someone — and how to tell them — if they are worried about something in their family</p> <p>No Outsiders: My Grandpa Is Amazing by Nick Butterworth <i>(To recognise that people are different ages)</i> / Eroll’s Garden by Gillian Hibbs <i>(To work together)</i></p> <p>Safe Relationships <i>(Recognising privacy; staying safe; seeking permission)</i> To know about situations when someone’s body or feelings might be hurt and whom to go to for help To know what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To know to respond if being touched makes them feel uncomfortable or unsafe To know when it is important to ask for permission to touch others To know how to ask for and give/not give permission</p> <p>Respecting Ourselves and Others <i>(How behaviour affects others; being polite and respectful)</i> To know what kind and unkind behaviour mean in and out school To know how kind and unkind behaviour can make people feel To know about what respect means To know about class rules, being polite to others, sharing and taking turns</p> <p>No Outsiders: Ten Little Pirates by Mike Brownlow & Simon Rickerty <i>(To play with boys & girls)</i> / Want to Play Trucks? by Bob Graham <i>(To find ways to play together)</i></p>	<p>Belonging to a Community <i>(What rules are; caring for others’ needs; looking after the environment)</i> To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside To know that different people have different needs I know how we care for people, animals and other living things in different ways To know how they can look after the environment, e.g. recycling</p> <p>No Outsiders: Going to the Volcano by Andy Stanton <i>(To join in)</i> / My World, Your World by Melonie Walsh <i>(To share the world with lots of people)</i></p> <p>Media Literacy and Digital Resilience <i>(Using the internet and digital devices; communicating online)</i> To know how and why people use the internet To know the benefits of using the internet and digital devices To know how people find things out and communicate safely with others online</p> <p>Money and Work <i>(Strengths and interests; jobs in the community)</i> To know that everyone has different strengths, in and out of school To know about how different strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community To know about different jobs and the work people do</p>	<p>Physical Health and Mental Wellbeing <i>(Keeping healthy; food and exercise; hygiene routines; sun safety)</i> To know what it means to be healthy and why it is important To know ways to take care of themselves on a daily basis · To know about basic hygiene routines, e.g. hand washing To know about healthy and unhealthy foods, including sugar intake To know about physical activity and how it keeps people healthy To know about different types of play, including balancing indoor, outdoor and screen-based play To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors To know how to keep safe in the sun</p> <p>No Outsiders: Max The Champion by Sean Stockdale, Alexandra Strick & Ros Asquith <i>(To understand that our bodies work in different ways)</i></p> <p>Growing and Changing <i>(Recognising what makes them unique and special; feelings; managing when things go wrong)</i> To recognise what makes them special and unique including their likes, dislikes and what they are good at To know how to manage and whom to tell when finding things difficult, or when things go wrong To know how they are the same and different to others To know about different kinds of feelings To know how to recognise feelings in themselves and others To know how feelings can affect how people behave</p> <p>No Outsiders: Elmer by David McKee <i>(To like the way I am)</i> / Hair, It’s a Family Affair by Mylo Freeman <i>(To be proud of me)</i></p> <p>Keeping Safe <i>(How rules and age restrictions help us; keeping safe online)</i> To know how rules can help to keep us safe To know why some things have age restrictions, e.g. TV and film, games, toys or play areas To know basic rules for keeping safe online To know whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>

	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
Year 2	<p>Families and Friendships <i>(Making friends; feeling lonely and getting help)</i> To how to be a good friend, e.g. kindness, listening, honesty To know about different ways that people meet and make friends To know strategies for positive play with friends, e.g. joining in, including others, etc. To know about what causes arguments between friends To know how to positively resolve arguments between friends To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else No Outsiders: The Great Big Book Of Families by Mary Hoffman & Ros Asquith <i>(To understand what diversity is)</i> / Amazing by Steve Antony <i>(To think about what makes a good friend)</i></p> <p>Safe Relationships <i>(Managing secrets; resisting pressure and getting help; recognising hurtful behaviour)</i> To know how to recognise hurtful behaviour, including online To know what to do and whom to tell if they see or experience hurtful behaviour, including online To know about what bullying is and different types of bullying To know how someone may feel if they are being bullied To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help To know how to resist pressure to do something that feels uncomfortable or unsafe To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>Respecting Ourselves and Others <i>(Recognising things in common and differences; playing and working cooperatively; sharing opinion)</i> To know about the things they have in common with their friends, classmates, and other people To know how friends can have both similarities and differences To know how to play and work cooperatively in different groups and situations To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views No Outsiders: The Odd Egg by Emily Gravett <i>(To understand what makes someone feel proud)</i> / Can I Join Your Club? by John Kelly and Steph Laberis <i>(To welcome different people)</i></p>	<p>Belonging to a Community <i>(Belonging to a group; roles and responsibilities; being the same and different in the community)</i> To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups To know about different rights and responsibilities that they have in school and the wider community To know about how a community can help people from different groups to feel included To recognise that they are all equal, and ways in which they are the same and different to others in their community the ways in which people can access the internet e.g. phones, tablets, computers To recognise the purpose and value of the internet in everyday life No Outsiders: The First Slodge by Jeanne Willis <i>(To understand how we share the world)</i> / Blown Away by Rob Biddulph <i>(To be able to work with everyone in my class)</i> / What the Jackdaw Saw by Julia Donaldson and Nick Sharratt <i>(To communicate in different ways)</i> / All Are Welcome by Alexandra Penfold and Suzanne Kaufman <i>(To know I belong)</i></p> <p>Media Literacy and Digital Resilience <i>(The internet in everyday life; online content and information)</i> To know the ways in which people can access the internet e.g. phones, tablets, computers To recognise the purpose and value of the internet in everyday life To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos To know that information online might not always be true</p> <p>Money and Work <i>(What money is; needs and wants; looking after money)</i> To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments To know how money can be kept and looked after To know about getting, keeping and spending money To know that people are paid money for the job they do To know how to recognise the difference between needs and wants To know how people make choices about spending money, including thinking about needs and wants</p>	<p>Physical Health and Mental Wellbeing <i>(Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help)</i> To know about routines and habits for maintaining good physical and mental health To know why sleep and rest are important for growing and keeping healthy To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies To know the importance of, and routines for, brushing teeth and visiting the dentist To know about food and drink that affect dental health To how to describe and share a range of feelings To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others No Outsiders: How to be a Lion by Ed Vere <i>(To have self-confidence)</i></p> <p>Growing and Changing <i>(Growing older; naming body parts; moving class or year)</i> To know about the human life cycle and how people grow from young to old To know how our needs and bodies change as we grow up To know about change as people grow up, including new opportunities and responsibilities Preparing to move to a new class and setting goals for next year</p> <p>Keeping Safe <i>(Safety in different environments; risk and safety at home; emergencies)</i> To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel To know how to respond if there is an accident and someone is hurt To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>

	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
<p>Year 3 & Year 4</p>	<p>Families and Friendships <i>(What makes a family; features of family life)</i> To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents To know that being part of a family provides support, stability and love To know about the positive aspects of being part of a family, such as spending time together and caring for each other To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe No Outsiders: Beegu by Alexis Deacon <i>(To be welcoming)</i></p> <p>Safe Relationships <i>(Personal boundaries; safely responding to others; the impact of hurtful behaviour)</i> To know what is appropriate to share with friends, classmates, family and wider social groups including online To know about what privacy and personal boundaries are, including online To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision To know that bullying and hurtful behaviour is unacceptable in any situation To know about the effects and consequences of bullying for the people involved To know about bullying online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour No Outsiders: Oliver by Brigitta Sif <i>(To understand how difference can affect someone)</i> / Two Monsters by David McKee <i>(To find a solution to a problem)</i></p> <p>Respecting Ourselves and Others <i>(Recognising respectful behaviour; the importance of self-respect; courtesy and being polite)</i> To recognise respectful behaviours e.g. helping or including others, being responsible To know how to model respectful behaviour in different situations e.g. at home, at school, online To know the importance of self-respect and their right to be treated respectfully by others To know what it means to treat others, and be treated politely To know the ways in which people show respect and courtesy in different cultures and in wider society No Outsiders: This Is Our House by Michael Rosen <i>(To understand what 'discrimination' means)</i> / The Hueys In The New Jumper by Oliver Jeffers <i>(Use strategies to help someone who feels different)</i> / We're All Wonders by R.J. Palacio <i>(To understand what a bystander is)</i> / The Truth About Old People by Elina Ellis <i>(To understand what a bystander is)</i></p>	<p>Belonging to a Community <i>(The value of rules and laws; rights, freedoms and responsibilities)</i> To know the reasons for rules and laws in wider society To know the importance of abiding by the law and what might happen if rules and laws are broken To know what human rights are and how they protect people To identify basic examples of human rights including the rights of children To know about how they have rights and also responsibilities To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn No Outsiders: Planet Omar: Accidental Trouble Magnet by Zanib Mian <i>(To consider living in Britain today)</i></p> <p>Media Literacy and Digital Resilience <i>(How the internet is used; assessing information online)</i> To know how the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and the reasons for why this happens To know strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play or a website is appropriate for their age-group To make safe, reliable choices from search results To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>Money and Work <i>(Different jobs and skills; job stereotypes; setting personal goals)</i> To know about jobs that people may have from different sectors e.g. teachers, business people, charity work To know that people can have more than one job at once or over their lifetime To know about common myths and gender stereotypes related to work To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To know about some of the skills needed to do a job, such as teamwork and decision-making To recognise their interests, skills and achievements and how these might link to future jobs To know how to set goals that they would like to achieve this year e.g. learn a new hobby No Outsiders: The Children's Book Of Money Sense by Sophie Giles <i>(To develop money sense, whether spending or saving).</i></p>	<p>Physical Health and Mental Wellbeing <i>(Health choices and habits; what affects feelings; expressing feelings)</i> To know about the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) To know what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health To know about the things that affect feelings both positively and negatively To know strategies to identify and talk about their feelings To know about some of the different ways people express feelings e.g. words, actions, body language To recognise how feelings can change overtime and become more or less powerful</p> <p>Growing and Changing <i>(Personal strengths and achievements; managing and reframing setbacks)</i> To know that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Keeping Safe <i>(Risks and hazards; safety in the local environment and unfamiliar places)</i> To know how to identify typical hazards at home and in school To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To know about fire safety at home including the need for smoke alarms To know the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>

	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
Year 5	<p>Families and Friendships <i>(Managing friendships and peer influence)</i> To know what makes a healthy friendship and how they make people feel included To know strategies to help someone feel included To know about peer influence and how it can make people feel or behave To know the impact of the need for peer approval in different situations, including online To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication To know that it is common for friendships to experience challenges To know strategies to positively resolve disputes and reconcile differences in friendships To know that friendships can change over time and the benefits of having new and different types of friends To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable To know when and how to seek support in relation to friendships No Outsiders: Rose Blanche by Ian McEwan and Roberto Innocenti <i>(To justify my actions)</i> / The Girls by Lauren Lee and Jenny Lovlie <i>(To explore friendship)</i></p> <p>Safe Relationships <i>(Physical contact and feeling safe)</i> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations To know how to ask for, give and not give permission for physical contact To know how it feels in a person's mind and body when they are uncomfortable To know that it is never someone's fault if they have experienced unacceptable contact To know how to respond to unwanted physical contact No Outsiders: How to Heal a Broken Wing by Bob Graham <i>(To recognise when someone needs help)</i></p> <p>Respecting Ourselves and Others <i>(Responding respectfully to a wide range of people; recognising prejudice and discrimination)</i> To recognise that everyone should be treated equally To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment To know the impact of discrimination on individuals, groups and wider society To know ways to safely challenge discrimination To know how to report discrimination online No Outsiders: Where The Poppies Now Grow by Hilary Robinson and Martin Impey <i>(To learn from our past)</i> / Kenny Lives With Erica and Martina by Olly Pike <i>(To consider consequences)</i> / Mixed by Aree Chung <i>(To consider responses to racist behaviour)</i></p>	<p>Belonging to a Community <i>(Protecting the environment; compassion towards others)</i> To know about how resources are allocated and the effect this has on individuals, communities and the environment To know the importance of protecting the environment and how everyday actions can either support or damage it To know how to show compassion for the environment, animals and other living things To know about the way that money is spent and how it affects the environment To express their own opinions about their responsibility towards the environment No Outsiders: Dear Greenpeace by Simon James <i>(To understand how our household rubbish pollutes the oceans)</i> / And Tango Makes Three by Justin Richardson and Peter Parnell <i>(To exchange dialogue and express an opinion)</i></p> <p>Media Literacy and Digital Resilience <i>(How information online is targeted; different media types, their role and impact)</i> To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased To know that some media and online content promote stereotypes To know how to assess which search results are more reliable than others To recognise unsafe or suspicious content online To know how devices store and share information</p> <p>Money and Work <i>(Identifying job interests and aspirations; what influences career choices; workplace stereotypes)</i> To identify jobs that they might like to do in the future To know about the role ambition can play in achieving a future career To know how or why someone might choose a certain career To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values To know the importance of diversity and inclusion to promote people's career opportunities To know about stereotyping in the workplace, its impact and how to challenge it To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>Physical Health and Mental Wellbeing <i>(Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies)</i> To know how sleep contributes to a healthy lifestyle To know healthy sleep strategies and how to maintain them To know about the benefits of being outdoors and in the sun for physical and mental health To know how to manage risk in relation to sun exposure, including skin damage and heat stroke To know how medicines can contribute to health and how allergies can be managed To know that some diseases can be prevented by vaccinations and immunisations To know that bacteria and viruses can affect health To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment</p> <p>Growing and Changing <i>(Personal identity; recognising individuality and different qualities; mental wellbeing)</i> To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To know that for some people their gender identity does not correspond with their biological sex To know how to recognise, respect and express their individuality and personal qualities To know ways to boost their mood and improve emotional wellbeing To know about the link between participating in interests, hobbies and community groups and mental wellbeing No Outsiders: The Artist Who Painted a Blue Horse by Eric Carl <i>(To appreciate artistic freedom)</i></p> <p>Keeping Safe <i>(Keeping safe in different situations, including responding in emergencies, first aid)</i> To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services</p>

	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
Year 6	<p>Families and Friendships <i>(Attraction to others; romantic relationships; civil partnership and marriage)</i> To know what it means to be attracted to someone and different kinds of loving relationships To know that people who love each other can be of any gender, ethnicity or faith To know the difference between gender identity and sexual orientation and everyone’s right to be loved To know about the qualities of healthy relationships that help individuals flourish To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults To know that people have the right to choose whom they marry or whether to get married To know that to force anyone into marriage is illegal To know how and where to report forced marriage or ask for help if they are worried</p> <p>No Outsiders: Love You Forever by Robert Mensch <i>(To consider how my life may change as I grow up)</i> / Introducing Teddy by Jessica Walton and Dougal Macpherson <i>(To show acceptance)</i></p> <p>Safe Relationships (Taught through DaART) <i>(Recognising and managing pressure; consent in different situations)</i> To compare the features of a healthy and unhealthy friendship To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To know strategies to respond to pressure from friends including online To know how to assess the risk of different online ‘challenges’ and ‘dares’ To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety, including online To know what consent means and how to seek and give/not give permission in different situations</p> <p>No Outsiders: Dreams and Freedom by Amnesty International <i>(To recognise my freedom)</i></p> <p>Respecting Ourselves and Others <i>(Expressing opinions and respecting other points of view, including discussing topical issues)</i> To know about the link between values and behaviour and how to be a positive role model To know how to discuss issues respectfully To know how to listen to and respect other points of view To know how to constructively challenge points of view they disagree with To know ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>No Outsiders: The Only Way is Badger by Stella J. Jones and Carmen Saldana <i>(To consider language and freedom of speech)</i> / A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss <i>(To consider democracy)</i></p>	<p>Belonging to a Community <i>(Valuing diversity; challenging discrimination and stereotypes)</i> To know what prejudice means To differentiate between prejudice and discrimination To know how to recognise acts of discrimination To know strategies to safely respond to and challenge discrimination To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups To know how stereotypes are perpetuated and how to challenge this</p> <p>No Outsiders: My Princess Boy by Cheryl Kilo Davis and Suzanne DeSimone <i>(To promote diversity)</i> / The Whisperer by Nick Butterworth <i>(To stand up to discrimination)</i> / The Island by Armin Greder <i>(To challenge the causes of racism)</i> / King of the Sky by Nicola Davis <i>(To consider responses to immigration)</i> / Leaf by Sandra Diechmann <i>(To overcome fears about difference)</i></p> <p>Media Literacy and Digital Resilience <i>(Evaluating media sources; sharing things online)</i> To know about the benefits of safe internet use e.g. learning, connecting and communicating To know how and why images online might be manipulated, altered, or faked To know how to recognise when images might have been altered To know why people choose to communicate through social media and some of the risks and challenges of doing so To know that social media sites have age restrictions and regulations for use To know the reasons why some media and online content is not appropriate for children To know how online content can be designed to manipulate people’s emotions and encourage them to read or share things To know about sharing things online, including rules and laws relating to this To know how to recognise what is appropriate to share online To know how to report inappropriate online content or contact</p> <p>Money and Work <i>(Influences and attitudes to money; money and financial risks)</i> To know about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money To know about value for money and how to judge if something is value for money To know how companies encourage customers to buy things and why it is important to be a critical consumer To know how having or not having money can impact on a person’s emotions, health and wellbeing To know about common risks associated with money, including debt, fraud and gambling To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk To know how to get help if they are concerned about gambling or other financial risks</p> <p>Millions – The Not So Great Train Robbery by Frank Cottrell Boyce</p>	<p>Physical Health and Mental Wellbeing <i>(What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online)</i> To know that mental health is just as important as physical health and that both need looking after To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing To know positive strategies for managing feelings To know that there are situations when someone may experience mixed or conflicting feelings To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available To identify where they and others can ask for help and support with mental wellbeing in and outside school To know the importance of asking for support from a trusted adult To know about the changes that may occur in life including death, and how these can cause conflicting feelings To know that changes can mean people experience feelings of loss or grief</p> <p>Growing and Changing <i>(Human reproduction and birth; increasing independence; managing transitions)</i> To recognise some of the changes as they grow up e.g. increasing independence To know about what being more independent might be like, including how it may feel To know about the transition to secondary school and how this may affect their feelings To know about how relationships may change as they grow up or move to secondary school To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>Consent to Teach (Sex Education) To identify the links between love, committed relationships and conception To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb To know that pregnancy can be prevented with contraception? To know about the responsibilities of being a parent or carer and how having a baby changes someone’s life</p>

	Autumn RELATIONSHIPS	Spring LIVING IN THE WIDER WORLD	Summer HEALTH AND WELL-BEING
Year 6			<p>Keeping Safe <i>(Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media)</i></p> <ul style="list-style-type: none"> To know how to protect personal information online To identify potential risks of personal information being misused To know strategies for dealing with requests for personal information or images of themselves To identify types of images that are appropriate to share with others and those which might not be appropriate To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others To know how to report the misuse of personal information or sharing of upsetting content/ images online To know about the different age rating systems for social media, T.V, films, games and online gaming To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play To know about the risks and effects of different drugs To know about the laws relating to drugs common to everyday life and illegal drugs To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs To know about the organisations where people can get help and support concerning drug use <p>No Outsiders: Dreams and Freedom by Amnesty International <i>(To recognise my freedom)</i></p>