

Sledmere Primary School
Summer Medium Term Planning Overview for PSHE/RSE 2022

| Year Group | Week 1 25/3/22 | Week 2 2/5/22 | Week 3 9/5/22 | Week 4 16/5/22 | Week 5 23/5/22 | Week 6 6/6/22 | Week 7 13/6/22 | Week 8 20/6/22 | Week 9 27/6/22 | Week 10 4/7/22 | Week 11 11/7/22 | Week 12 18/7/22 |
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| Nursery | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
| | <p>When I was a baby</p> <p>Begin with photos of some babies from a search engine. It might be possible and appropriate to use pictures of children in class when they were babies but please ensure that this is inclusive; for example, children from foster, adopted or looked-after backgrounds may not have any photographs of them when they were a baby. This could make them feel left out and isolated or upset for a number of reasons. Also, adopted children do not have to be recorded as such to a school, so may not be known to staff. Care is needed in managing any use of individual children's baby photographs.</p> <p>Discuss the differences and how they have changed.</p> <p>You could also invite a guest/parent with a baby to talk about what they need and how they change and grow.</p> | <p>When I was a baby Who does this belong to?</p> <p>On a Tuff Spot provide a variety of items that might be related to or used by either a baby, toddler and child (or teenager if this is a word they know).</p> <p>Examples of what could be included:</p> <p>Nappy Milk bottle - some children might not have this in their experience if they've only observed a mother breastfeeding. This would be a good thing to talk about to give a positive and normalised view of breastfeeding</p> <p>Sleepsuit and other newborn clothes Baby toy Photo of a pram Baby bath Beaker Toddler plate/bowl Toddler snacks - some may recognise these from siblings Toddler toys Photo of baby walker Potty Photo of a cot or Moses basket Different selection of reading books Baby shoes and adult/teenager shoes Photos of different Puzzles</p> | <p>Girls and Boys</p> <p>Have an open circle time to ask children if boys and girls are different. Important to say "if" rather than "how" so as not to lead the children and make it as natural a conversation as possible.</p> <p>Think about:</p> <p>Do they sound different? Do they eat different things? Do they wear different clothes? Do they look different? Do they play differently? If they suggest 'girls' toys/colours/clothes and 'boys' toys/colours/clothes gently encourage them to think differently - e.g. might it be fun for boys and girls to play with dolls together?</p> <p>You will more than likely get suggestions of having "Different private parts", "Boys have willies", "We go for a wee differently" etc. Be prepared that this could be met with giggles etc. At this point you have a choice (and a</p> | <p>Girls and Boys</p> <p>Keeping private parts safe Read books like <i>Pants</i> by Nick Sharratt and <i>Aliens love underpants</i> by Claire Freedman & Ben Cort. Talk about why they are important.</p> <p>You could make a washing line of different decorated pants.</p> <p>Explore why people wear underwear or clothes - to protect their bodies and skin, to keep them warm, to keep outer clothes clean.</p> <p>There is a great resource related to safety on the NSPCC website.</p> <p>You could also share this with parents to inform them of what you've been talking about and how they can continue the discussion at home.</p> | <p>Growing and changing in nature</p> <p>Seasons walk Take the children outside to your outdoor classroom or local park/woods/green space.</p> <p>Plan similar activities to those that you may do during an autumn walk such as:</p> <p>Collecting natural objects and making collages or a masking tape bracelet Take magnifying glasses, insect jars, plant and insect matching charts plus other 'forest school' type resources for children to explore with.</p> <p>Finding examples of something they discover using each of their senses. Make a book or display area of photographs and things you collect for the children to explore independently.</p> | <p>Growing and changing in nature Growing cress</p> <p>You can find guidance online about how to grow cress and there are lots of inventive and creative ways to do so.</p> <p>General guidance is that cotton wool is put in a small pot, sprinkled with a pinch of cress seeds and watered regularly. Keep the pots in a well-lit warm area. Within the week you should see some evidence of growth.</p> <p>On a regular basis, encourage the children to check-in with their cress plants.</p> <p>Ask:</p> <p>What can you see? What can you smell? Do the seeds look the same? What do they need to grow? How are they changing?</p> | <p>Growing and changing in nature</p> <p>Use books such as <i>The Very Hungry Caterpillar</i> by Eric Carle, <i>The Tiny Seed</i> by Eric Carle, <i>The Teeny Weeny Tadpole</i> by Sheridan Cain and <i>Tadpole's Promise</i> by Jeanne Willis to explore themes of life cycles, changing and growing.</p> <p>Tadpoles and caterpillars are excellent examples because they show how different a young animal is compared with its adult counterpart. Chicks are also very exciting and special, although a much more costly alternative.</p> <p>If you choose to have some caterpillars or chicks in your classroom the speed at which they change and develop is very engaging and an excellent teaching point.</p> <p>Make the most of the time you have with these animals. There are many teaching points and activities, including:</p> <p>What animals need to survive; How mothers look after their young/how to look after young animals; Writing observational diaries;</p> | <p>What does my body need? Activity 1 - Giving our bodies what it needs (food and water) Invite children to sit at a table with you or at a picnic blanket on the carpet.</p> <p>Ask:</p> <p>How does your body feel? How does your energy feel?</p> <p>Have prepared a jug of water, cups, fruit or mint for children to add to their drink, and a selection of healthy snacks.</p> <p>You could have an activity such as making fruit kebabs or rice cake faces (see activity in N4.1 Looking after myself-Rights and Responsibilities)</p> <p>After eating and drinking, ask the children how they feel now they've eaten and had a drink.</p> <p>Do you feel different? Do you feel great/good/ready?</p> <p>Explain to the children that healthy food and water gives our bodies the energy to make us feel great and ready to learn.</p> | <p>What does my body need? Activity 2 - Giving our bodies what it needs (exercise) Outside or in a hall, set up one of the following activities:</p> <p>Obstacle course (by making it challenging children can practice making safe choices). Exercise/circuit training style carousel of different activities such as star jumps, throwing bean bags, bouncing balls. Dancing to music. This could be following a routine, child-led or with a YouTube video of a dance game to copy. Ask the children how they feel after doing their exercises.</p> <p>Ask them to put their hand on their chest to feel how their heart is pumping.</p> <p>Do they feel different? Do they feel great/good/ready?</p> | <p>I can keep trying Read <i>Giraffes Can't Dance</i> to the class. At the following points, pause and discuss the questions.</p> <p>When Gerald falls over after he runs ask:</p> <p>How does Gerald feel? Show the children the picture of the Jungle Dance and ask:</p> <p>Would you like to go? (Some may say no, why might this be?) Why does Gerald think that he's bad at dancing? It might be because he thinks he can't do it.</p> <p>The other animals have told him so.</p> <p>He doesn't like his running so he doesn't like his dancing.</p> <p>The animals start to laugh at Gerald and tell him he's weird.</p> <p>Ask:</p> <p>How does that make Gerald feel? What do you think about the other animals' behaviour/choices? (Here, you could make reference to the SCARF values, or your own classroom/school values.)</p> <p>Ask:</p> <p>How did Gerald feel before he met the</p> | <p>I can keep trying Activity 1 - Keep going, Gerald! Show the pictures of Gerald entering the dancing area, looking nervous.</p> <p>Ask:</p> <p>What could we say to Gerald to make him feel better? We might say:</p> <p>Keep going Be brave Don't give up Keep trying Ask the children to think of messages to say to Gerald to give him courage and to keep trying.</p> <p>You could record these on recording devices, or by mark-making, or drawing pictures, scribing children's ideas, writing letters to Gerald.</p> | <p>I can do it! Recap on the story <i>Giraffes Can't Dance</i> (used in the previous plan, 'I can keep trying.') The children might be able to tell the story by using the pictures as prompts.</p> <p>Focus on the section from where Gerald learns to dance, to the end.</p> <p>Ask:</p> <p>How does Gerald feel when he dances on his own? Gerald is now sharing his dance with the jungle animals.</p> <p>Ask:</p> <p>Do you like to share something when you can do it? Some children might like to share what they're good at. Discuss whether it took practice to be able to achieve this.</p> <p>How do the animals feel about Gerald's dancing? Do you think they meant to hurt his feelings? Point out that people need to think about what they say. It might be because Gerald was different. They didn't understand.</p> |

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| | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan |
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| | Talk about how babies change as they grow Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others | Talk about how babies change as they grow Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others | Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like | Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like | Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal | Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal | Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal | Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don't have enough food, water, exercise or sleep Make healthy choices independently, in their home or education setting | Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don't have enough food, water, exercise or sleep Make healthy choices independently, in their home or education setting | Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves | Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves | Develop skills in planning, reviewing applying a trial and error approach Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone Communicate with others by sharing with and listening to each other's ideas | |
| Reception | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
| | <p>Healthy eating (1)</p> <p>Start by asking the children some questions that explore their understanding of and attitudes about food. Their answers will help you to assess the depth of their understanding of healthy eating behaviours and how these can be built on:</p> <p>Why do we eat food? (To stay alive, to grow, to be stronger, to get energy, to strengthen bones, when hungry, it tastes nice, when told to etc.)</p> <p>What foods do we eat? (Explore a range of different foods.)</p> <p>When do we get to choose what we eat? (e.g. with school dinners if there is a choice, sometimes at home we're asked to choose.)</p> | <p>Healthy eating (2)</p> <p>Move your body</p> <p>Show the picture of Harold the giraffe on your IWB - the first slide on the IWB resource. Introduce him, explaining that he is known to his friends as Happy, Healthy Harold. (You may also like to show the short film of Harold and his friends Derek the penguin and Kiki the kangaroo, entitled Profile - Harold to help with this). Ask the children:</p> <p>Why do you think he is called Happy, Healthy Harold?</p> <p>What sort of things do you think make Harold feel happy?</p> <p>What sort of things make you feel happy?</p> <p>What sort of things do you think Harold does to stay healthy? (e.g. eats healthy food, does lots of exercise, has a good night's sleep, washes his hands before eating and after going to the toilet, cleans his teeth)</p> | <p>Seasons</p> <p>Activity 1 - The four seasons Using the Seasons Activity sheet (see Resources needed area) ask the children to draw an object (or objects) in each square that represents that season, e.g. lambs in spring, ice cream in summer, brown leaves in Autumn and snowman in winter.</p> <p>Go on a seasons walk and take photographs Focus discussions on the change of seasons.</p> | <p>Life stages - plants, animals, humans</p> <p>Talk to the class about cycles - how things go round and round. Can they think about things that go round and round? Take ideas from the children. Explain that things that live - like plants, animals and people - also have cycles; these are called life cycles.</p> <p>Show them a film clip of a life cycle. Suggested examples include a frog, seed or butterfly.</p> <p>Here are some links to YouTube videos and which show a variety of life cycles (please check in advance that these links are still active):</p> <p>Frog Seed growing Butterfly</p> <p>Depending on the time of year you may have a hatchery with eggs, or for</p> | <p>Life stages - plants, animals, humans</p> <p>Life Cycles</p> <p>Choose and draw a life cycle (either frog, butterfly or chicken). Name each picture/stage and label this, with help if needed.</p> | <p>Life Stages: Human life stage - who will I be?</p> <p>Outdoor life cycle hunt</p> <p>This will depend on the time of year you do this activity.</p> <p>Go on a nature walk in your outdoor area, school field or a local park/wooded area to find signs of growing and life.</p> <p>You could provide notepads, clipboards, cameras or voice recorders for the children to document what they find.</p> <p>Ask the children to think about these questions:</p> <p>How do the animals/insects protect themselves? How do they grow? What do they need to survive? How will they change?</p> | <p>Getting bigger</p> <p>Read a story about getting bigger, such as You'll Soon Grow into Them, Titch by Pat Hutchins (several versions can be found in film clips online).</p> <p>Focus for questions:</p> <p>How much have you changed since you were a baby? (A lot, look different, can do more things, are taller.)</p> <p>How do you know you have grown? (Could use props such as baby clothes to help stimulate discussion e.g. need bigger shoes; now sleep in a bigger bed not a cot. Have different clothes from when you were a baby.)</p> <p>Which parts have grown? (Body, legs, arms, head, fingers, toes, teeth - getting/soon to get wobbly, losing baby teeth.)</p> <p>What has helped us to grow? (Eating food that gives us energy)</p> | <p>Me and my body - girls and boys</p> <p>Look at non-fiction books about gender and growing up. Different types of toys, boys and girls can play with anything, challenge any gender stereotyping that children mention. Similarly, different clothes: who might wear this and why? Again challenge any gender stereotypes and discuss.</p> <p>Discuss why certain parts of our body are private/when do we do something that means we don't want others to see our private parts? (e.g. going to the toilet - keeping the door closed).</p> <p>Gather together a collection of items and pictures to sort between children's activities/things and adult activities/things. Discuss with children as they sort through the items.</p> <p>Using the picture of girls' and boys' bodies with the title 'Circle the parts that are the same on both</p> | <p>Being helpful at home and caring for our classroom</p> <p>Begin your focus on caring for our environment by thinking about how the children can help to look after their homes and classroom. Through a carpet or circle time discussion, create a list of ways in which they can do this - or already do this. Ideas could include:</p> <p>Keeping their bedroom/classroom tidy</p> <p>Helping at tidy time</p> <p>Respecting belongings of others or shared resources in the classroom, caring for toys etc.</p> <p>Looking after the garden, taking care of plants, weeding, washing out the water and sand toys</p> <p>Helping with washing up</p> <p>Helping take care of pets or younger siblings</p> <p>Letting a teacher(s) know if resources are lost or broken.</p> <p>If you have classroom monitors/jobs then use these roles to discuss why</p> | <p>Looking after money (1): recognising, spending, using</p> <p>On a mat or tray, place different pictures/items all relating to money. These can include: coins, notes, debit/credit cards, till, price tags/labels, receipts, purses/wallets, shopping trolley/basket, piggy bank, ATM, chip and pin machine.</p> <p>Ask:</p> <p>Can you tell us anything about these things?</p> <p>What have you heard about money?</p> <p>Where do we have money?</p> <p>What does it look like?</p> <p>Follow this with a discussion about money. Prompts you could ask are:</p> <p>How do people/our parents/carers/grown-ups get money?</p> | <p>Bouncing back when things go wrong</p> <p>Introduce the theme of bouncing back (part of the SCARF Growth Mindset theme) by asking children to share stories of a time when things have gone wrong for them. You could start this off with a story about a setback that you've experienced and had to overcome.</p> <p>Read the story Rosie Revere, Engineer by Andrea Beaty (versions of this are available on Youtube if you don't have it in your library).</p> <p>Points to discuss (1): Rosie is shy - what does that mean? Why might she be shy?</p> | <p>Yes, I can!</p> <p>Ask the children to think of one activity that they find challenging. Start this off by sharing with the children something you find challenging.</p> <p>Explain that sometimes, someone might say "I can't..." but today we're going to practice saying "I can try..." or "I'm going to try..."</p> <p>Read The Dot by Peter H. Reynolds to the children.</p> <p>Points to discuss during the course of reading the book: Early on in the book, how did Vashti feel at the end of the art class? (Ensure children understand that Vashti doesn't believe she can draw and that she is only capable of drawing a dot.)</p> <p>Later, how did Vashti feel when her teacher put her drawing in the gold frame?</p> | |

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| <p>Why do we need to eat different kinds of foods? (They do different jobs inside our body.)</p> <p>Introduce the children to the Eatwell Guide - formerly the Eatwell Plate - find this in the Resources needed area.</p> <p>Look at each food group in turn and ask them to think about why some sections of the Eatwell Guide's plate are bigger than others (these are designed to represent the proportion of different foods we should aim to eat each day to keep healthy).</p> <p>Next, get the children to think about the different jobs that these different foods do for our body and get the children to learn these kinaesthetic hooks:</p> <p>'Cereal (rice, pasta, bread - sometimes known as carbohydrates etc.) gives us energy' - wave arms in the air.</p> <p>'Proteins (beans, meat, fish etc.) help our muscles grow' - feel muscles in one arm.</p> <p>'Milk and dairy foods (cheese, yoghurt etc.) make our bones and teeth stronger' - show a toothy smile.</p> <p>'Vegetables and fruit make us healthy all over' - draw a big circle in the air to represent the body feeling healthy all over.</p> | <p>at least twice a day etc.)</p> <p>Explain that one of the things Harold loves is a healthy breakfast:</p> <p>What sort of things do you think Harold likes to have for breakfast? What sort of things do you like to have for breakfast?</p> <p>Next, show the picture of Harold's breakfast on your IWB - this includes a bowl of non-sugary cereal, a boiled egg, a glass of milk and different kinds of fruit. Explain that all these foods do different jobs for our bodies.</p> <p>Using the Eatwell guide, recap the different food groups, introduced in the previous SCARF plans, using the same kinaesthetic hooks:</p> <p>Cereal (rice, pasta, bread etc.) gives us energy' - wave arms in the air.</p> <p>'Proteins (beans, meat, fish etc.) help our muscles grow' - feel muscles in one arm.</p> <p>'Milk and dairy foods (cheese, yoghurt etc.) makes our bones and teeth stronger' - show a toothy smile.</p> <p>'Vegetables and fruit make us healthy all over' - draw a big circle in the air to represent the body feeling healthy all over.</p> <p>Recap the key information about which foods we need to eat more of and which are the foods that we need to eat less of, discussing the reasons, emphasising the key message: the most important thing to remember is how much of things we eat. Children need to understand that snacks high in sugar</p> | <p>butterflies, or a tadpole pond in your school to which you can also refer.</p> <p>After watching the clips and ask the children:</p> <p>What happens at the beginning of the cycle? (egg/seed comes from a mother or adult plant)</p> <p>What happens next (it grows and changes)</p> <p>Does it keep on growing? (if using a frog or butterfly)</p> <p>Does it change its name? (Yes. Tadpole now a frog. Caterpillar now a butterfly)</p> <p>What does it do once it stops growing? (Flies away/jumps away/leaves its home)</p> <p>Why do you think that happens? (Hungry/needs food/to meet friends/meet another frog or butterfly to make more frogs or butterflies and then the cycle begins again.)</p> <p>Ask the children if they can name any other animals that this might happen to. Can they name the baby? E.g. lamb to sheep, puppy to dog, calf to cow, piglet to pig.</p> | <p>and the right vitamins and minerals to help us grow; getting rest and sleep - our bodies grow when we're asleep.)</p> <p>What can you do now that you couldn't do as a baby? (Can reach cupboard without help/footstool, can open doors, can walk everywhere, play football, ride a bike, bounce on a trampoline, swing on a swing without help, climb a climbing frame, swim/play in the swimming pool with your feet touching the bottom - stress that this should only be done when safely supervised.)</p> <p>Conclude with a circle that celebrates things we can do now that we couldn't do when we were a baby.</p> <p>Activity 1 - Getting bigger</p> <p>Explain to the children that we don't just grow straight from babies into adults. That there are a couple of stages first. Can they remember what they are? (Child and teenager.)</p> <p>Give the children different photos of babies, children, and adults and ask them to point out what they can see that the people have in common, e.g. do they all have blonde hair? Blue eyes?</p> <p>Explain that sometimes we don't have the same looks as our family. Sometimes this is because we may have some parts of us that came from our grandparents, e.g. the messages that our body got which told it to have red hair made have come from our grandparents, rather than our own mum or dad. That is because our own parents' bodies carry messages that came from their</p> | <p>boys and girls, get the children to complete the activity and colour the pictures, or draw themselves, label etc., Find this resource at the link: www.amaze.org/wp-content/uploads/2019/03/2019_AMAZEJR_COLORING_BOOK.pdf?utm_medium=download_button&utm_source=website&utm_campaign=coloring-book</p> <p>Discuss with the children which parts weren't circled and why. What do they know about these parts of the body? (That they're private and that they help people make babies when they are grown up.)</p> <p>NB: the pictures on this resource are child-friendly, covering lots of issues in a sensitive way.</p> <p>Art: Ask the children to draw around each other on large pieces of paper and label the body parts</p> | <p>these roles are important.</p> <p>Ask:</p> <p>Do you have jobs at home?</p> <p>Do the grown-ups in your home have a specific job (in the home)?</p> <p>Discuss that doing chores is often a team effort and even though someone might not have a job for the day we all work together to take care of our environment - we all have a responsibility/part to play.</p> | <p>What do we do with money?</p> <p>Why do we need money?</p> <p>At this point it might be useful for your assessment and gathering of evidence to scribe what the children say. You can then revisit this activity at a different point of the year to observe progress.</p> <p>Look closer at the coins. Large images or coins would be helpful at this point.</p> <p>Observe whether the children recognise any of the coins. Can they name/distinguish those which are worth more than others?</p> <p>Ask:</p> <p>Can you find the numbers hiding on the coins?</p> <p>With the children, peg/attach number shapes (e.g. Numicon) to the coins to show their value pictorially.</p> <p>Give the coins to a group of children and arrange them in a line. Ask the others to work as a team to order them from the lowest value to the highest.</p> | <p>Why does Rosie hide her snake hat invention after she shows it to her Uncle Fred?</p> <p>At the point when Rosie is in bed, planning to help her Aunt Rose fly, and sees her cheese hat, pause reading the book and include a drama input, s follows:</p> <p>Ask for a child to volunteer to be Rosie in bed - this can be a girl or a boy.</p> <p>'Rosie' lies on the floor whilst the other children sit in a circle around her.</p> <p>The children take turns to give some words of encouragement to her e.g. "You can do it Rosie", "Don't give up", "Give it a go". You could then have a circle, use a talking object, or allow children to share as and when they are inspired.</p> <p>Continue to read the rest of the book.</p> <p>Points to discuss (2):</p> <p>How does Rosie feel when her Aunt suggests trying again?</p> <p>Let's think about: "The only true failure can come if you quit!" (Clarify the meaning of quit.)</p> <p>What do we think Aunt Rose means?</p> | <p>At the end of the book, What did Vashti do to help others say "Yes I can!"?</p> <p>After the story, ask children to share something they're going to have a go at doing that day, or that week.</p> | |
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| <p>Then ask them which they think are the foods that we need to eat more of and which are the foods that we need to eat less of, discussing the reasons. Children need to understand that snacks high in sugar and fat can be eaten occasionally but it is healthiest not to have them too often. The key message to emphasise is that it's how much a person eats of these types of food that matters.</p> <p>Finish with a circle focusing on different kinds of food. For example, if you have a large dice, relate a number to a food type - or stick a picture of this food type on the face of a dice:</p> <p>Cereals (carbohydrates) Proteins Fruit Vegetables Dairy Foods or drinks with added sugar or fat - that it's best to have only small amounts of these, if any. Children take turns in rolling the dice and saying a food from that group.</p> | <p>and fat can be eaten occasionally but it is best not to have them too often.</p> <p>Finish with a circle focusing on healthy breakfast foods, for example, 'My favourite healthy breakfast food is...'</p> | | | | | | <p>mum or dad - and sometimes these get passed on to us.</p> <p>Sometimes we don't look the same as our parents because other people helped make us and so we will have messages from their bodies instead. This might be because we are adopted or our parents had help from other people to make us.</p> <p>However there are other things about us that will be the same as our family that you can't see so well. For example, the religion or beliefs we might have, or the football team we support, or the type of food we like to eat. Our families help make us who we are, both how we look and how we behave. As we get older and bigger, some of these may stay the same and some things may change.</p> <p>Using the Activity sheet Getting Bigger (see Resources needed area), children can write one new thing they can do now that they couldn't do when they were a baby and when they were a toddler, and one new thing they might be able to do in the future, as a teenager.</p> | | | | | | |
| <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> | <p>Learning Outcomes</p> |
| <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> | <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body.</p> | <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body.</p> | <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p> | <p>Children will be able to:</p> <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves.</p> | <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> | <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> | <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> | <p>Children will be able to:</p> <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges.</p> |

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| | Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. | Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. | Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. | Know how to keep themselves safe. | Know how to keep themselves safe. | Know how to keep themselves safe. | Know how to keep themselves safe. | Know how to keep themselves safe. | | Demonstrate building relationships with friends. | Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. | Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. | |
| | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan | Learning outcomes specific to this plan |
| | Children will be able to: Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. | Children will be able to: Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. | Children will be able to: Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. | Children will be able to: To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. | Children will be able to: To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. | Children will be able to: Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. Resources needed | Children will be able to: Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. Resources needed | Children will be able to: Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment. | Children will be able to: Recognise coins and other items relating to money. Identify the uses of money. | Children will be able to: Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. | Children will be able to: Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers | | |
| | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | |
| | Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content). Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals. | Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content). Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals. | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | DfE Relationships Education and Health Education statutory requirements Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | DfE Relationships Education and Health Education statutory requirements Relationships Education Respected relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Relationships Education Respected relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so | Relationships Education Respected relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Relationships Education Respected relationships 3. The conventions of courtesy and manners. | Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words | Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words | | | |

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| | | | | | | | <p>children's security as they grow up.</p> <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Physical Health and Mental Wellbeing (Health Education) Health and prevention</p> <p>3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> | | | | <p>nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> | <p>to use when talking about their own and others' feelings.</p> | |
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| Year 1 | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
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| <p>Dealing with Feelings</p> <p>Online relationships & internet safety/Money and Me</p> | <p>What could Harold do?</p> <p>Understand that medicines can sometimes make people feel better when they're ill/Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Activity - What could Harold do? Now discuss these questions about being ill and getting better:</p> <p>What sort of illnesses have you had?</p> <p>How did you feel when you were ill? Did you need any medicine to make you feel better? What medicines have you heard of?</p> <p>How did the medicine get into your body [e.g. as a liquid, tablet, inhaler, injection etc.]</p> <p>Who gave you the medicine?</p> <p>Where did they get it from?</p> <p>Where did they put it to keep it safe?</p> <p>How did they know how much to give you? [It was on the prescription/on the medicine label]</p> <p>What else can we do to help us feel better when we're ill? [e.g. stay in bed, stay warm, drink plenty of water/fluids, sleep etc.]</p> <p>Introduce the children to the character of Harold the happy, healthy giraffe and show children the IWB slides: What could Harold do?</p> <p>Read the story and ask the class the suggested questions below.</p> | <p>What could Harold do?</p> <p>Picture 4: Harold asked his mum. His mum said, 'Oh, Harold! You've found my medicine. I should have put these away safely!' Where is a safe place for Harold's mum to keep her medicines?</p> <p>Why do you think Harold's mum has a medicine? [To help her feel well]</p> <p>Where is a safe place for her medicines to be stored? [e.g. locked cupboard, high shelf, fridge etc.]</p> <p>Why are these places safer than others? [So that children can't reach them and take them by mistake]</p> <p>Why is it important not to take anyone else's medicine? [It could be harmful if they don't need it and aren't supposed to take it]</p> <p>Who gives medicines and how? [A doctor's prescription which is taken to a pharmacy, direct from the pharmacy or from a supermarket]</p> <p>Are medicines helpful or harmful? [Both – it depends on how they are used and whether they are needed]</p> <p>Picture 5: 'I'll put them in the medicine cupboard,' said Harold's mum.</p> <p>Where might the medicine cupboard be? [In Harold's mum's bedroom, in the bathroom]</p> <p>What other things in the home should be kept in a safe place like this, or out of reach of children? [e.g. solvents – spray cans, aerosols etc. bleach and other harmful substances, tools, sharp knives, electrical appliances etc.]</p> <p>Why is this important? [To reduce the risk of injury]</p> | <p>Basic First aid</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Using the First Aid Champions resources within SCARF</p> <p>These resources are flexible, leaving you free to decide where best to place this topic within your PSHE Education programme.</p> <p>We've added them to the suggested half-termly units as a starting point for you, but you may wish to have a special basic first aid day or week at your school, when all classes learn these important skills together.</p> <p>The site contains two introductory lessons:</p> <p>Why is first aid important</p> <p>Giving first aid</p> <p>There are then a further eight lessons with specific first aid skills for children to learn and practise:</p> <p>Asthma attack</p> <p>Bleeding</p> <p>Broken bone</p> <p>Burns</p> <p>Choking</p> <p>Head injury</p> <p>Unresponsive and breathing</p> <p>Unresponsive and not breathing</p> <p>Learning outcomes are included, along with resources needed.</p> | <p>Our special important people balloons</p> <p>Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us..</p> <p>Read The Great Big Book of Families by Mary Hoffman - if you don't have a copy of this in school there are versions on Youtube. Or you can use a similar book that shows different kinds of families.</p> <p>Conclude that families come in many different forms. Families are made up of people who are special to us. If you don't have this book, you may have a similar one, or you can talk about different families that there are.</p> <p>Activity</p> <p>Ask the following key questions:</p> <p>Who are our special people?</p> <p>What do our special people do to make us feel special?</p> <p>Are our special people always part of our family?</p> <p>What groups do we belong to [friendship groups, place of worship etc.]</p> <p>Give each child a Special people balloon</p> <p>Activity sheet to take home and discuss, then complete by drawing and/or writing their special people in it. This should be brought back into school for a display. Stress that it doesn't matter how many special people you have, we will all have different numbers.</p> <p>Some families may struggle to carry out</p> | <p>Same or different?</p> <p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences</p> <p>Same or different?</p> <p>Set up your circle time in the usual way and remind the class of your normal circle time rules.</p> <p>Explain that you are going to play some games to show some of the ways in which people in the class are the same or different to each other.</p> <p>Activity 1 - I like bananas</p> <p>Explain that you are going to go round the circle with the first person saying the name of a fruit that they like, for example, 'I like bananas'. If the next person also likes bananas they say the same as does the next person and so on. However, if it gets to a person who doesn't like bananas then that person says 'I don't like bananas. I like XXXX [the name of another fruit]'. The person next to them says either 'I like [name of fruit]' OR 'I don't like [name of fruit], I like [name of another fruit]' and so on all the way round the circle.</p> <p>The aim of the game is to see if you can get all the way once round the circle finding one fruit that all the class likes. NB It doesn't matter if you don't achieve this as this highlights the fact that there are differences between children in the class. If you do achieve this then you have found something that is the same for all members of the class.</p> <p>You can repeat this activity with names of vegetables, crisp flavours, TV programmes and so on to explore a range of things that make the children the same or different.</p> <p>Activity 2 - 'The sun shines on those who...'</p> <p>This is another circle time game to show similarities and differences between children in the class. Have</p> | <p>Who are our special /important people?</p> <p>*Identify some of the people who are special/important to them; *Recognise and name some of the qualities that make a person special/important to them.</p> <p>Using the materials available to them, each child makes a card to give to their special person. They can draw the person on the outside, show the qualities that make them special (the qualities can be drawn or written). As a suggestion the children can write inside 'You are my special person because...'</p> <p>When children have finished their cards they can give them to their special person at home or at school. Later in the week or in the next lesson ask the children to review and report back on their actions:</p> <p>Who was their special person?</p> <p>Why are they special?</p> <p>What did they say when their special person received their card?</p> <p>How did the card make their special person feel?</p> <p>How did the children feel when they gave the card to their special person?</p> <p>What are all the ways our special people help us?</p> <p>What are all the ways our special people?</p> | <p>Harold's wash and brush up</p> <p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p> <p>Start by telling the children a funny story about your morning routine. For example...</p> <p>"Every morning, as part of my daily routine I set my alarm to wake me up, I get up, have a shower, get dressed, brush my teeth, have my breakfast - I always have toast and orange juice, then put on my muddy outdoor shoes and I walk my dog. On week days, when I get home I change out of my muddy shoes and put on my shoes for school; I always leave these at the back door of my house. Then I come to school. But this morning, just as I was changing my shoes, the doorbell rang. It was the postman delivering a parcel that was too big to fit through my letter box. I had a quick chat with the postman and then realised the time... I was going to be late for school! I quickly put on my coat and left straight away. It was only once I got to school and the other teachers were giving me funny looks that I realised what I had done... I had only changed one of my shoes!"</p> <p>This story can lead to the fact that there are some things that we do every day and that we are responsible for doing. Encourage the children to chat with others around them about things that they do every day.</p> <p>"Why do you think it so important that we</p> | <p>Inside my wonderful body</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.</p> <p>Using the slides on your IWB (see resource section) start the lesson with some key questions:</p> <p>NB As you discuss each part move to the next slide to reveal an arrow and a label pointing to each part.</p> <p>What do you think the bones that were inside the chest are called? [The ribs]</p> <p>What jobs do the ribs do? [They protect the heart and lungs, they also help to support the body]</p> <p>How big do you think the heart is? [About the size of a fist]</p> <p>Place the fist in the middle of the chest to show where the heart is inside the body [The heart actually leans slightly to the left and we feel it beating stronger on that side]</p> <p>Where are the lungs? [Either side of the heart, behind the ribs]</p> <p>Place your hands flat on your chest either side of the heart and take a big deep breath in. As you breathe out slowly say 'lungs'</p> <p>What is the special gas that gets into our blood through our lungs? [Oxygen]</p> <p>Where do you think the stomach is? [Below the rib cage on the left of the body – right as you look at the body image]</p> <p>What do you think happens inside the stomach? [The food gets all 'mushed' up – digested]</p> <p>Put your hands together as if you are mashing something up and say 'squishy, squashy, mishy, mushy'</p> <p>What do you think the long wiggly tubes</p> | <p>Taking care of a baby</p> <p>*Understand some of the tasks required to look after a baby; *Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Activity 1 - What do babies need?</p> <p>Ask the class to think of some of the things that babies need. (Answers may include: milk, dummy, cuddles).</p> <p>Split the class into small groups and give each group a copy of the What do babies need? Activity sheet. Each group now completes the sorting activity. They need to cut out the pictures and then put them into two piles: things that babies need and things they don't need.</p> <p>Activity 2 - Answers and discussion points</p> <p>Go through each pile, encouraging children to think and share ideas about each of them - why they are important/not important; what alternatives are there to some of the items, etc.</p> <p>Things that babies do need: milk – either from breast or bottle, toys, nappies (disposable or reusable), bibs, bath, blankets, Moses basket, car seat, dummy, to be carried (either pram or sling), love/eye contact.</p> <p>Things that babies don't need: motorbike, chocolate, make up, football, handbag, mobile phone.</p> <p>Ask the class follow up questions reinforce their learning:</p> <p>What do new babies eat? They need lots of milk either from the breast or bottle. They drink this in small amounts lots of times (because their stomachs are very small) often throughout the day and night. This can be very tiring for a parent.</p> | <p>Then and Now</p> <p>Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p>Start the lesson with some key questions to introduce the topic:</p> <p>What changes have happened to you since you were a baby?</p> <p>How do you look different to when you were a baby?</p> <p>What are the things you can do now that you couldn't do when you were younger?</p> <p>What are the things you are still learning to do?</p> <p>Activity - Harold's photo album</p> <p>Watch the film showing Harold and his photo album (this is a short excerpt from the Coram Life Education Y1/P2 mobile classroom programme).</p> <p>What were all the different things that Harold was learning to do?</p> <p>Who can do those things in this class?</p> <p>What is Harold learning to do in the last picture?</p> <p>Who here can ride a bike? [Some of you can and some of you are still learning.]</p> <p>As well as our bodies changing, the things we can do also change.</p> | <p>Then and Now</p> <p>Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p>Give out the Then and now Activity sheet. Explain that the sheet shows three different stages of growing – one as a baby, one as a toddler and one as they are now in Y1/P2.</p> <p>Ask children what the differences between the three stages are. Ask this in an open way so that children can respond in any way which is appropriate to them. Differences could include differences in size, height, ability to walk or talk, in what they eat and so on.</p> <p>Ask the children to complete the Then and now Activity sheet as follows:</p> <p>In the boxes on the left hand side, draw or write what they could do at that age.</p> <p>In the boxes on the right hand side draw or write who helps or helped them at that age.</p> | | |

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| | <p>You can either discuss these questions as a whole class or children could work with talking partners.</p> <p>Picture 1: One day Harold found some things on the table. What do you think Harold found?</p> <p>What different things might be in the packet? [Medicine/tablets. If the children don't give these responses suggest them yourself]</p> <p>Picture 2: Harold thought they looked like sweets, but he wasn't sure. What should Harold do?</p> <p>Would it be OK for someone to eat something if they didn't know what it was?</p> <p>Why is this not safe?</p> <p>What do you think Harold could do? [e.g. leave the packet where it is, ask a grown up what it is, not touch something if he's not sure what it is]</p> <p>Picture 3: Harold decided to ask someone. Who could he ask?</p> <p>Who can we ask when we have a problem, are worried about something, or don't know what to do? [A parent/carer, grandparent, teacher etc.]</p> | <p>Picture 6: Harold's mum put her medicine in a special locked cupboard. The cupboard was high up on the bathroom wall.</p> <p>Why is the medicine cupboard so high up? [So it is out of reach of children. And giraffes are tall!]</p> <p>Picture 7: Harold's mum said, 'Well done, Harold, you did the right thing. We should never put things into our body unless we know they are safe.'</p> <p>Why is it risky/unsafe to put unknown things into our body? [Because they might hurt us or make us very ill]</p> <p>What do you think about what Harold and his mum did? [Take and acknowledge all responses positively, reinforcing the key concepts outlined above]</p> | | <p>this task at home. For those children, ensure that they have time at school to complete the task with an adult helper.</p> <p>When the sheets have been returned, create a display of the people who are special to us. One way to display them would be to ask each child to paint a self-portrait. Display the self-portraits along the bottom of a display board and connect the 'Special people' balloons to the children using wool or string.</p> | <p>the children seated around the circle on chairs or cushions. There should be one chair or cushion for every child and you stand in the middle of the circle. You then say, 'The sun shines on those who...' and choose something that is true about yourself e.g. 'The sun shines on everyone who has brown hair'. Everybody who has brown hair then has to stand up and swap places with someone else. NB You can introduce a rule that children can't swap places with a child immediately either side of them.</p> <p>Afterwards ask if everybody stood up and swapped places every time. Why not? [Because there are things that make us all different]. Which thing did most people swap places for? Which thing did least people swap places for?</p> <p>Activity 3 - Not quite twins Give each child a piece of paper folded in half and flattened out again. Tell the children to draw two people, one on each side of the piece of paper. They must show in their drawing things that make the two people the same or similar to each other e.g. two eyes, two ears, they may have the same colour trousers on etc. and also things that make them different to each other e.g. one may be tall and the other short, one may be a boy and the other a girl, they may be wearing different clothes, one may wear glasses etc.</p> | | <p>have daily hygiene routines?"</p> <p>If the children haven't hear of Harold the giraffe before, explain that he is a very healthy, happy giraffe. Play the audio of Harold's daily morning routine. You can model good practice - e.g. correct hand washing and tooth brushing techniques - and the children can join in.</p> <p>flush toilet wash hands go downstairs open cereal packet pour on milk eat cereal go upstairs brush teeth sneeze blow nose wash hands again</p> <p>Activity - Harold's daily morning routine Give out the Harold's morning routine Activity sheet and the long strips of paper.</p> <p>Encourage children to try to remember the order of Harold's routine then cut out each of the 6 squares, sequence them and stick them onto the long strips of paper.</p> <p>Ask the children to draw 2 additional things that Harold might do before he goes to school. e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning.</p> | <p>underneath the stomach are? [The intestines] Feel the squishy bit underneath your stomach. Then trace a long wiggly tube in the air and as you do this say 'intestines' in a long, drawn out way.</p> <p>What happens to the food and water in the intestines? [Most of it soaks into the blood to give us energy. NB Children will often say that 'good food' goes into the blood and 'bad food' becomes waste. However, it is important to emphasise that all food can get into the blood if it can be broken down small enough - not just healthy food. This lays the foundation for understanding that unhealthy things will also go into the blood stream and reach all parts of the body, including the brain] Where do you think the brain is?</p> <p>What does the brain do? [It controls just about everything inside the body]</p> <p>Use your brain to control your body in the following ways: stand up, touch your toes, wiggle your hips, stretch up high, jump on the spot etc. Add your own actions as appropriate. Choose children to add more actions]</p> <p>Inside my wonderful body Children work in pairs or small groups. 1 child lies on his/her back on the rolled out paper and the other children in the group draw around them.</p> <p>Each pair or group then cut out the pictures of the brain, stomach, intestines, lungs and heart from the Inside my wonderful body Activity sheet.</p> <p>They then stick them onto their paper outline in the correct places.</p> <p>Children use red pen or crayon to draw the blood going round the body, giving energy. More able children may be able to write the names of the</p> | <p>Where do babies sleep? New babies sleep a lot, and need somewhere safe like a Moses Basket so they won't be disturbed or fall.</p> <p>How do babies get from one place to another? Babies need someone to carry them. They need to be held or carried, either in a pram or sling. They also need a special car seat to travel safely.</p> <p>How do babies go to the toilet? They can't! So they need to wear nappies, which need changing a lot! These can be disposable that just get thrown in the bin when they are dirty, or reusable which can be washed and used again.</p> <p>How do babies wash themselves? Babies need help getting bathed as they can't sit up on their own. This can be a fun time for babies.</p> <p>How do babies have fun? Babies need playtime. They really enjoy stories, playing with toys and being played with.</p> <p>Reinforce that most importantly, babies need love. They need lots of love and attention, and that they can help with this too, by making sure baby is happy by talking to them, giving them lots of cuddles and playing with them. Giving a baby attention and love helps it to be healthy, just as much as sleep and food.</p> | | | | |
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| Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | DFE Relationships Education and Health Education statutory requirements Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. | Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | Physical Health and Mental Wellbeing (Health Education) Health and prevention 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 4. How and when to seek support including which adults to speak to in school if they are worried about their health. | Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | | | |

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| | H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H31. That household products (including medicines) can be harmful if not used correctly. H37. About things that people can put into their body or their skin; how there can affect how people feel. | H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H31. That household products (including medicines) can be harmful if not used correctly. H37. About things that people can put into their body or their skin; how there can affect how people feel. | H43. About what is meant by first aid; basic techniques for dealing with common injuries. | R3. About different types of families including those that may be different to their own. | H22. To recognise the ways in which we are all unique. H23. To identify what they are good at, what they like and dislike. R3. About different types of families including those that may be different to their own. R23. To recognise the ways in which they are the same and different to others. L6. To recognise the ways they are the same as, and different to, other people. | R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. To identify the people who love and care for them and what they do to help them feel cared for. R3. About different types of families including those that may be different to their own. L4. About the different groups they belong to. | H7. About dental care and visiting the dentist: how to brush teeth correctly; food and drink that support dental health. | | H26. About growing and changing from young to old and how people's needs change. R2. To identify the people who love and care for them and what they do to help them feel cared for. R4. To identify common features of family life. L2. How people and other living things have different needs; about the responsibilities of caring for them. | H26. About growing and changing from young to old and how people's needs change. | H26. About growing and changing from young to old and how people's needs change. | | |
| Year 2 | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | |
| | Harold's picnic Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. | How safe would you feel? Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. They can stand anywhere on the imaginary line between the two cards. Give some examples of situations such as: Going on a rollercoaster Being in a dark room Crossing a busy road Picking up a spider | What should Harold say? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. | Feeling safe Identify special/important people in the school and community who can help to keep them safe; Know how to ask for help. | Basic first aid How to make a clear and efficient call to emergency services if necessary | What makes us who we are Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. | I don't like that Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. | Some secrets should never be kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop | Some secrets should never be kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop | Haven't you grown Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. | Keep myself safe NSPCC Pants (Year 1 unit) * | Keep myself safe NSPCC Pants (Year 1 unit) * | |
| | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | |
| | Physical Health and Mental Wellbeing (Health Education) (Mental wellbeing) 3. How to recognise and talk | Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers | Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with | Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. | Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. | Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from | Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with | Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others | Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the | | | |

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| | <p>about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | <p>and others (including in a digital context).</p> <p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult</p> | <p>peers and others (including in a digital context).</p> <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> | <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>1. How to make a clear and efficient call to emergency services if necessary.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> | <p>them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education Respectful relationships</p> <p>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> | <p>friends, peers and adults.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> | <p>(including in a digital context).</p> <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> | <p>(including in a digital context).</p> <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> | <p>changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> | | | |
| PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities |
| | <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>H33. About the people whose job it is to help keep us safe.</p> | <p>H31. That household products (including medicines) can be harmful if not used correctly.</p> <p>R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> | <p>H33. About the people whose job it is to help keep us safe.</p> <p>H35. About what to do if there is an accident and someone is hurt.</p> <p>H36. How to get help in an emergency (how to dial 999 and what to say).</p> | <p>H43. About what is meant by first aid; basic techniques for dealing with common injuries.</p> | <p>H21. To recognise what makes them special.</p> <p>H22. To recognise the ways in which we are all unique.</p> <p>R23. To recognise the ways in which they are the same and different to others.</p> <p>L6. To recognise the ways they are the same as, and different to, other people.</p> <p>L14. That everyone has different strengths.</p> | <p>R14. That sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>R15. How to respond safely to adults they don't know.</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> | <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> | <p>H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> | <p>H26. About growing and changing from young to old and how people's needs change.</p> | | | | |

| Year 3 | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
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| | <p>Safe or unsafe</p> <p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.</p> | <p>Danger or risk</p> <p>Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.</p> | <p>The risk robot</p> <p>Identify risk factors in given situations; Suggest ways of reducing or managing those risks.</p> | <p>Alcohol and cigarettes, the facts</p> <p>Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> | <p>Raisin challenge 1</p> <p>Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.</p> | <p>Help or harm</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> | <p>Basic first aid</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> | <p>Helping each other to stay safe</p> <p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people</p> | <p>Looking after our special/important people</p> <p>Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.</p> | <p>Our friends and neighbours</p> <p>Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> | <p>Body team work</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.</p> | <p>Relationships tree</p> <p>Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> | <p>Body space</p> <p>Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Haven't you grown!</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages</p> |
| | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements | DfE Relationships Education and Health Education statutory requirements |
| | <p>Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> | <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> | <p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> | <p>Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> | <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>2. Concepts of basic first-aid, for example</p> | <p>Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> | <p>Relationships Education Families and people who care for me</p> <p>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> | <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have</p> | | <p>Relationships Education Caring friendships</p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends. Relationships Education Caring friendships</p> <p>2. The characteristics of friendships,</p> | <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> |

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| | 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. | | | Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | | Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | dealing with common injuries, including head injuries. | | Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | different preferences or beliefs Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | | including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | |
| | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities |
| | R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. | H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. | H38. How to predict, assess and manage risk in different situations. H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. | H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. | H38. How to predict, assess and manage risk in different situations. H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. | H43. About what is meant by first aid; basic techniques for dealing with common injuries. H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. | H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). | R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R10. About the importance of friendships; strategies for building positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. | L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. | | R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R16. How friendships can change over time, about making new friends and the benefits of having different types of friends. R17. That friendships have ups and downs; | R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. | |

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| | | | | | | | | | | | | | strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. | |
| Year 4 | Activity Danger, risk or hazard? Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. | Activity Medicines check the label. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). | Activity Know the norms Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). | Activity Keeping ourselves safe Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. | Activity Raisin challenge 2 Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. | Activity Who helps us keep healthy and safe? Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. | Activity Basic first aid Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Activity Friend or acquaintance? Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared | Activity My feelings are all over the place Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. | Activity Secret or surprise Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | Activity My body, your body (from Y2) Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person. School nurse to support teachers with this lesson; Understand that for girls, periods are a normal part of puberty. | Activity Period positive (School Nurse Girls only); Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. | | |
| | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | | |
| | Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) | Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Relationships Education Online relationships 5. How information and data is shared and used online. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms | Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources. Physical Health and Mental Wellbeing (Health Education) Physical health and fitness | Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Caring friendships 1. How important friendships are in making | Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me | Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Physical Health and Mental Wellbeing (Health Education) Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle. | Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to | | |

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| | 1. What constitutes a healthy diet (including understanding calories and other nutritional content). | | Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness. Relationships Education Respectful relationships 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | 4. How and when to seek support including which adults to speak to in school if they are worried about their health. | | us feel happy and secure, and how people choose and make friends. Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | to keep secrets if they relate to being safe. Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | age 11, including physical and emotional changes. | | | |
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| | H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can | H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and | H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can | H38. How to predict, assess and manage risk in different situations. H39. About hazards (including fire risks) that may cause harm, | H1. How to make informed decisions about health. R28. How to recognise pressure from others to do something unsafe or that makes them feel | H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. | H43. About what is meant by first aid; basic techniques for dealing with common injuries. H44. How to respond and react in an | R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another. | H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle | R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. | Science Y2 Living things and their habitats (Non-statutory guidance) Pupils should raise and answer questions | | |

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| | <p>do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>Quick Links SCARF Your Local Area Merchandise Order Form More Links Find out about Coram</p> <p>Our Privacy Notice Terms and Conditions Fundraising Regulator Statement Contact</p> | <p>immunisations; how allergies can be managed.</p> <p>H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> | <p>do reduce risks and keep safe. H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> | <p>injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p> <p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> | <p>uncomfortable and strategies for managing this.</p> <p>L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> | <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> | <p>emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> | <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> | <p>and menstrual wellbeing, erections and wet dreams).</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> | <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> | <p>that help them to become familiar with the life processes that are common to all living things.</p> <p>Science Y2 Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> | | |
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| Year 5 | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity | Activity |
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| | Thinking about habit Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. | Jay's dilemma Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. | Decision dilemmas Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. | Drugs, true or false Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. | Smoking, what is normal? Understand the actual norms around smoking and the reasons for common misperceptions of these | Would you risk it? Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. | Basic First Aid Concepts of basic first aid, for example dealing with common injuries, including head injuries | How are they feeling? Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. | Taking notice of our feelings Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch | Growing up and changing bodies (girls and boys to be taught separately) Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. | Help! I'm a teenager, get me out of here Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. | Dear Ash Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. | Puberty lessons delivered by the school nurse My changing body (from Y3-girls and boys taught separately) *Recognise that changes happen to our bodies so that we can reproduce in our adult life. (Link to Science Year 5 programme of study) |
| | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements | DFE Relationships Education and Health Education statutory requirements |
| | Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | | | Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. | Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Relationships Education Respectful relationships 1. The importance of respecting others, even when | Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. | Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. | Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle. |

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| | | | | | | | | | Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources. | Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle. | they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Relationships Education Respectful relationships 3. The conventions of courtesy and manners. Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness. Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources. | |
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| | H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, | H38. How to predict, assess and manage risk in different situations. H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, | H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, | H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H39. About hazards (including fire risks) that may cause harm, | H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H48. About why people choose to use or not use | H38. How to predict, assess and manage risk in different situations. H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. H46. About the risks and effects of legal | H43. About what is meant by first aid; basic techniques for dealing with common injuries. H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; | H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. | R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. How to recognise if family relationships are making them feel unhappy or unsafe, and | H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). | R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. How to recognise if family relationships are making them feel unhappy or unsafe, | R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. How to recognise if family relationships are making them feel unhappy or unsafe, | |

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| <p>Rat park</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> | <p>What sort of drug is...?</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.</p> | <p>Drugs: it's the law</p> <p>Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.</p> | <p>Alcohol: what is normal?</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.</p> | <p>What's the risk? 1</p> <p>Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks</p> | <p>What is the risk? 2</p> <p>Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.</p> | <p>Basic first aid</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> | <p>Don't force me</p> <p>Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p> | <p>Helpful or unhelpful</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> | <p>Media manipulation</p> <p>Define what is meant by the term 'stereotype'; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p> | <p>Is this normal?</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.</p> | <p>Dear Ash</p> <p>Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> | <p>Two additional non statutory sessions to be delivered by school nurse-conception, making babies-birth of a baby(These two sessions are classed as non statutory sex education. This means that parents have the right to withdraw)</p> | |
| <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> | <p>DFE Relationships Education and Health Education statutory requirements</p> |
| <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | <p>Relationships Education Caring friendships</p> <p>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Relationships Education Caring friendships</p> <p>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Relationships Education Caring friendships</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Relationships Education Respecting relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or</p> | <p>Relationships Education Families and people who care for me</p> <p>1. That families are important for children growing up because they can give love, security and stability.</p> <p>Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education Being safe</p> | <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</p> <p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> | <p>Relationships Education Families and people who care for me</p> <p>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Relationships Education Families and people who care for me</p> <p>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Relationships Education Families and people who care for me</p> <p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Relationships Education Families and people who care for me</p> <p>6. How to recognise if family relationships are</p> | <p>Relationships Education Families and people who care for me</p> <p>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Relationships Education Families and people who care for me</p> <p>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health</p> | <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education Respectful relationships</p> <p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Relationships Education Online relationships</p> <p>1. That people sometimes behave differently online, including by pretending to be</p> | <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body,</p> | <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary</p> | <p>Relationships Education Families and people who care for me</p> <p>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Relationships Education Families and people who care for me</p> <p>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | <p>Relationships Education Families and people who care for me</p> <p>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Relationships Education Families and people who care for me</p> <p>4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> |

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| | <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> | | | | <p>have different preferences or beliefs</p> <p>Relationships Education Respectful relationships</p> <p>4. The importance of self-respect and how this links to their own happiness.</p> <p>Relationships Education Respectful relationships</p> <p>6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> | | <p>making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Relationships Education Respectful relationships</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Relationships Education Respectful relationships</p> <p>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Relationships Education Respectful relationships</p> <p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> | <p>Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> | <p>someone they are not.</p> <p>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> | <p>particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> | <p>and confidence needed to do so.</p> <p>Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> | <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> |
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| <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</p> <p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> | | | | | | | | | | | | | | |
| PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities | PSHE Association Learning Opportunities |
| <p>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> | <p>H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> | <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> | <p>H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> | <p>H38. How to predict, assess and manage risk in different situations.</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means and how to challenge it.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel</p> | <p>H38. How to predict, assess and manage risk in different situations.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> | <p>H38. How to predict, assess and manage risk in different situations.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> | <p>H38. How to predict, assess and manage risk in different situations.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> | <p>R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family</p> | <p>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H36. Strategies to manage transitions between classes and key stages.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family</p> | <p>R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>L12. How to assess the reliability of sources of information online; and how to make</p> | <p>H31. About the physical and emotional changes that happen when approaching puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> | <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> | <p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> | |

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| | which can be difficult to break. | | | | uncomfortable and strategies for managing this. | | | <p>parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> | <p>members love, security and stability.</p> <p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> | safe, reliable choices from search results. | | | R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). |
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