

## Manorbrook Primary School



Aiming for Excellence

The RSE elements within our PSHE Programme of Study are shown in RED for clarity.

The Manorbrook Programme of Study is based on the Revised PSHE Association Programme of Study for 2020.

The PSHE Association is: “the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers. A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.”

The numbered statements allow teachers to cross-refer with the PSHE programme of study. The content is planned to allow pupils to revisit key themes repeatedly as they progress through the school, building on their previous learning and consolidating their memory and understanding of key knowledge, vocabulary and concepts. Teachers may alter the order or timings of the content that they deliver in their year groups, based on the needs or circumstances of their classes at any given time.

Wherever possible and appropriate, teachers make reference to the school values of Respect, Responsibility and Resilience as part of their teaching, and to the ‘British Values’ as outlined by the Department for Education in November 2014: “Democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.”

### Learning Objectives for Key Stage 1

	Year 1	Year 2
<b>Term 1</b>	<p><b>Rules and responsibilities</b> L1 – about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>Healthy Me</b> H1- about what keeping healthy means; different ways to keep healthy H2 – about foods that support good health and the risks of eating too much sugar H5 – simple hygiene routines that can stop germs spreading H21 – to recognise what makes them special H23 – to identify what they are good at, what they like and dislike H25 – to name the main parts of the body including external genitalia (e.g. vagina, vulva, penis, testicles) R13 – to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p><b>Rules and responsibilities</b> L1 - about what rules are, why they are needed, and why different rules are needed for different situations L2 – how people and other living things have different needs; about the responsibilities of caring for them L3 – about things they can do to help look after their environment</p> <p><b>Keeping Healthy</b> H3 – about how physical activity helps us stay healthy; ways to be physically active everyday H4 – why sleep is important and different ways to rest and relax H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7 about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10 – about people who help us to stay physically healthy H21 – to recognise what makes them special H22 – to recognise the ways in which we are all unique H26 – about growing and changing from young to old and how people’s needs change H25 – to name the main parts of the body including external genitalia (e.g. vagina, vulva, penis, testicles)</p>

	Year 1	Year 2
Term 2	<p><b>How do I Feel?</b>  H11 – about different feelings that humans can experience  H12 – how to recognise and name different feelings  H13 – how feelings can affect people’s bodies and how they behave  H17 – about things that help people feel good (e.g. playing outside, sleep)  H18 – different things they can do to manage big feelings (calm down, change mood)  H24 – how to manage when finding things difficult</p> <p><b>Anti-Bullying Week:</b>  R10 – that bodies and feelings can be hurt by words and actions; that people can say hurtful things (and online)  R11 – how people may feel if they experience hurtful behaviour or bullying  R12 – that hurtful behaviour (offline and online) including teasing, name-calling, bullying  R12 – that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p><b>Recognising Feelings</b>  H11 – about different feelings that humans can experience  H14 – how to recognise what others might be feeling  H15 – to recognise that not everyone feels the same at the same time, or feels the same about the same things  H16 – about ways of sharing feelings; a range of words to describe feelings  H19 – to recognise when they need help with feelings; that it is important to ask for help and to know how to ask for it  H20 – about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  R6 – about how people make friends and what makes a good friendship  R7 – about how to recognise when they or someone else feels lonely and what to do</p> <p><b>Anti-Bullying Week:</b>  R8 – simple strategies to resolve arguments between friends positively  R9 how to ask for help if a friendship is making them feel unhappy  R12 – that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
Term 3	<p><b>Who is important to me?</b>  R1 -about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2 – to identify the people who love and care for them and what they do to help them feel cared for  R3 – about different types of families including those that may be different to their own  R4 – to identify common features of family life  R5 – that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>Safer Internet Day</b>  H34 – basic rules to keep us safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p><b>How can I stay safe? (Including safer internet day)</b>  H9 about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  H34 – basic rules to keep us safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  R14 – that sometimes people may behave differently online, including by pretending to be someone they are not  L7 – about how the internet and digital devices can be used safely to find things out and to communicate with others  L8 – about the role of the internet in everyday life  L9 – that not all information seen online is true  H28 – about rules and age restrictions that keep us safe  H29 – to recognise risk in simple everyday situations and what action to take to minimise harm  R15 – how to respond safely to adults they don’t know  H30 – how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  H31 – that household products (including medicines) can be harmful if not used correctly  H37 – about things that people can put into their body or on their skin; how these can affect how people feel  H31 – how to keep safe in familiar environments (e.g. on the beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  H33 – about the people whose job it is to keep us safe  H35 – about what to do if there is an accident and someone is hurt  H36 – how to get help in an emergency (how to dial 999 and what to say)</p>

	Year 1	Year 2
Term 4	<b>Relationships</b> R21 – about what is kind and unkind behaviour, and how it can affect others R22 – about how to treat ourselves and others with respect; how to be polite and courteous R23 – to recognise the ways in which they are the same and different to others R24 – how to listen to other people and to play and work co-operatively R25 – how to talk about and share their opinions on things that matter to them	<b>Relationships</b> R13 – to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16 – how to respond if physical contact makes them feel uncomfortable or unsafe R17 – about knowing there are situations when they should ask for permission and also when their permission should be sought R18 – about the importance of not keeping adult’s secrets (only surprises that others will find out about eventually e.g. birthday presents) R19 – basic techniques for resisting pressure to do something they don’t want to do and which might make them unsafe R20 – what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of continuing to try until they are heard
Term 5	<b>My Community</b> L4 – about the different groups they belong to L5 – about the different roles and responsibilities people have in their community L6 – to recognise the ways they are the same as, and different to, other people H8 – how to keep safe in the sun and protect skin from sun damage	<b>Our Community</b> L4 – about the different groups they belong to L5 – about the different roles and responsibilities people have in their community L6 – to recognise the ways they are the same as, and different to, other people H8 – how to keep safe in the sun and protect skin from sun damage
Term 6	<b>My Money (Including My Money Week)</b> L10- what money is; forms that money comes in; that money comes from different sources L11 – that people make different choices about how to save and spend money L12 – about the difference between needs and wants; that sometimes people may not always be able to have the things they want H27 – about preparing to move to a new class/year group	<b>My Money (Including ‘My Money Week’)</b> L13 – that money needs to be looked after; different ways of doing this L14 – that everyone has different strengths (linked to employment) L15 –that jobs help people to earn money to pay for things L16 – different jobs that people they know or people who work for the community do L17 – about some of the strengths and interests someone might need to do different jobs H27 – about preparing to move to a new class/year group

## Learning Objectives for Lower Key Stage 2

	Year 3	Year 4
Term 1	<p><b>Keeping Healthy (factual approach – recognising children’s level of maturity and family constraints)</b></p> <p>H1 - How to make informed choices about health</p> <p>H2 – about the elements of a balanced lifestyle</p> <p>H3 – about choices for a healthy lifestyle, and recognise what might influence these</p> <p>H4 – how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5 – about what good physical health means; how to recognise early signs of physical illness</p> <p>H6 – about what constitutes a healthy diet (brief overview)</p> <p>H7 – how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking/cycling to school); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8 – about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>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 (brief introduction)</p> <p>H9 – that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10 – how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11 – how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugary foods and sugary/ acidic drinks</p> <p>H14 – how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>Firework Safety</b></p> <p>H39 – about hazards that may cause harm</p>	<p><b>Respect, Rights and Responsibilities</b></p> <p>L1 – to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2 – to recognise there are human rights, that are there to protect everyone (brief overview)</p> <p>L3- about the relationship between rights and responsibilities</p> <p>L4 – the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5 – ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6 – about the different groups that make up their community; what living in a community means</p> <p>L7 – to value the different contributions that people and groups make to the community</p> <p>H9 – that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (Revision – link to responsibilities)</p> <p><b>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</b></p> <p><b>Firework Safety</b></p> <p>H39 – about hazards that may cause harm</p>
Term 2	<p><b>Anti-Bullying</b></p> <p>R19 – about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R21 – about discrimination: what it means and how to challenge it</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>R32 – about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>Disability Awareness</b></p> <p>MR1- to recognise and define ‘disability’ and types of disability</p> <p>MR2- about the impact of disability on their own/ other’s lives</p> <p>MR3- about respecting the differences and similarities between themselves and other people with disabilities</p> <p>MR4 – empathise with other people who have disabilities</p>	<p><b>Anti-Bullying</b></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 others); how to report concerns and get support</p> <p>R21 – about discrimination: what it means and how to challenge it</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>R32 – about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (Revisit)</p> <p>R33 – to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

	Year 3	Year 4
Term 3	<p><b>Relationships</b>  R10 – about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11 – what constitutes a positive healthy friendship; that the same principles apply to online friendships  R13 – the importance of seeking support if feeling lonely or excluded  R14 – that friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R17 – that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R18 – recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R29 – where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (Revisit)</p> <p><b>Internet Safety Day</b>  H13 – about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  H42 – about the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	<p><b>Relationships</b>  R1 – to recognise that there are different types of relationships (e.g. friendships, family, romantic) (Brief overview)  R6 – that a feature of positive family life is caring relationships; about different ways in which people care for one another  R7 – to recognise and respect that there are different types of family structure (including single parents, same-sex parents, blended families, foster parents); that families of all types can give family members love, security and stability (Brief overview)  R9 – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R11 – what constitutes a positive healthy friendship; that the same principles apply to online friendships (revisit)  R12 – to recognise what it means to know someone online and how this differs from knowing someone face-to-face; risks of communication online with others not know face-to-face  R18 – recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R27 – about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break confidence or share a secret  R29 – where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) (Revisit)</p> <p><b>Internet Safety Day</b>  H13 – about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  L11 – recognise ways in which the internet and social media can be used both positively and negatively (Brief overview)  <b>R30 – that personal behaviour can affect other people; to recognise and model respectful behaviour online</b>  H42 – about the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
Term 4	<p><b>Mental Health</b>  H15 – that mental health, like physical health, is part of daily life; the importance of taking care of mental health  H16 – about strategies and behaviours that support mental health (e.g. sleep, exercise)  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  H22 – to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (Briefly)</p> <p><b>Fair Trade Fortnight</b>  L19 – that people’s spending decisions can affect others and the environment (Fair Trade)</p>	<p><b>Mental Health</b>  H27 – to recognise their individuality and personal qualities  H28 – to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  H29 – about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  H23 – about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (Covered again in upper KS2)</p> <p><b>Fair Trade Fortnight</b>  L19 – that people’s spending decisions can affect others and the environment (Fair Trade)</p>

	Year 3	Year 4
Term 5	<p><b>Keeping Safe</b>  H12 – about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  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  H41 – strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)</p>	<p><b>Keeping Safe</b>  H12 – about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  H37 – reasons for following and complying with age restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to TV programmes, films, games and online gaming  H43 – about what is meant by first aid; basic techniques for dealing with common injuries (include recovery position and calling 999)  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  H41 – strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) (Re-visit)  R28 – how to recognise pressure from other to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>
Term 6	<p><b>My Money Week</b>  L17 – about different ways to pay for things and the choices people have about this (brief overview)  L18 – to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  L22 – risks associated with money (e.g. keep money safe, lost/stolen)</p> <p><b>Safe Relationships</b>  R24 – how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R25 – to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R26 – about seeking and giving permission (consent) in different situations  R27 – about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break confidence or share a secret  H36 – strategies to manage transitions between classes and key stages</p>	<p><b>My Money Week</b>  L17 – about different ways to pay for things and the choices people have about this  L18 – to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  L22 – risks associated with money (e.g. won/lost/stolen)  L19 – that people’s spending decisions can affect others and the environment (e.g. buying single use plastic)</p> <p><b>Healthy diet</b>  H6 –about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay  H11 – how to maintain good oral hygiene (including the impacts of foods on dental health) (Revisit)  H9 – that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (revisit)  H14 – how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  H36 – strategies to manage transitions between classes and key stages</p>

## Learning Objectives for Upper Key Stage 2

	Year 5	Year 6
Term 1	<p><b>Keeping Healthy (Revisit objectives covered in Y3 in italics – a more in depth approach H7,8,9 and 46 with regard to increasing independence and personal choice)</b>  <i>H1 - How to make informed choices about health</i>  <i>H2 – about the elements of a balanced lifestyle</i>  <i>H3 – about choices for a healthy lifestyle, and recognise what might influence these</i>  <i>H4 – how to recognise that habits can have both positive and negative effects on a healthy lifestyle</i>  <i>H5 – about what good physical health means; how to recognise early signs of physical illness</i>  <i>H6 – about what constitutes a healthy diet (brief overview)</i>  <i>H7 – how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking/cycling to school); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</i>  <i>H8 – about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</i>  <i>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 – in depth look at issues surrounding these and temptation to try</i>  <i>H9 – that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</i>  <i>H10 – how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</i>  <i>H40 – about the importance of taking medicines correctly and using household products safely (following instructions)</i></p> <p><b>Firework safety</b>  H39 – about hazards that may cause harm</p>	<p><b>Keeping Healthy</b> (Building on Y5 T1 unit)  (Begin with an introductory lesson on healthy lifestyle choices)  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  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  H48 – about why people choose to use or not use drugs (including nicotine, alcohol and medicines)  H49 – about the mixed messages in the media about drugs, including alcohol and smoking/vaping  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 (sources of help and advice)  <b>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 (in relation to healthy choices) (see also T6)</b></p> <p><b>Firework safety</b>  H39 – about hazards that may cause harm</p>
Term 2	<p><b>Anti- Bullying</b>  <b>R32 – about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</b>  <b>R33 – to listen and respond respectfully to a wide range of people. Including those whose traditions, beliefs and lifestyles are different to their own</b>  <b>R34 – how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</b></p> <p><b>Mental Health</b>  H-15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  H16- about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H17 – to recognise that feelings can change over time and intensity  H18 – about everyday feelings and the importance of expressing feelings (especially in relation to puberty)  H19 – a varied vocabulary to use when talking about feelings; about how to express feelings in different ways  H20 – strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21 – to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H22 – to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p><b>Diversity and Difference (Anti-Bullying)</b>  L6 – about the different groups in their community; what living in a community means (revisit)  L7 to value the different contributions other people and groups make to the community (revisit)  L8 – about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9 – about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10 – about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced  MR – to understand that people can live with a range of disabilities (physical, mental, emotional, medical)  MR – to empathise with the difficulties that those disabilities may cause and to understand ways in which individuals, groups and society as a whole can influence outcomes for individuals  MR – to understand that stereotypes can be harmful and limiting</p>

	Year 5	Year 6
Term 3	<p><b>Relationships</b>  R1- to recognise that there are different types of relationships (e.g. friendships, romantic relationships, professional relationship)  R16 – how friendships can change over time, about making new friends and the benefits of having different types of friends  R5 – that people who love and care for each other can be in a committed relationships (e.g. marriage), living together, but may also live apart  R6 – that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R7 – to recognise and respect that there are different types of family structure (incl. single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give members love, security and stability  R8 – to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  R9 – R1- to recognise that there are different types of relationships (e.g. friendships, romantic relationships, professional relationship)</p> <p><b>Internet Safety</b>  L11 – recognise ways in which the internet and social media can be used both positively and negatively  L12 – how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  L15 – recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  R15 – strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of <b>online actions</b> on others  R22 – about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)  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  H37 – reasons for following and complying with regulations and restrictions (including age); how they promote personal safety and wellbeing with reference to <b>social media, television programmes, films, games and online gaming</b></p>	<p><b>Relationships</b>  R1- to recognise that there are different types of relationships (e.g. friendships, romantic relationships, professional relationship) (Revisit)  R2 – that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  R3 – about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  R4 – that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others  R9 - R1- to recognise that there are different types of relationships (e.g. friendships, romantic relationships, professional relationship)</p> <p><b>Internet Safety</b>  L13 – about some of the different ways information and data is shared and used online, including for commercial purposes  L14 – about how information and data is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  L15 – recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  L16 – about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation  R15 – strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of <b>online actions</b> on others  R22 – about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)  H42 – about the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>



	Year 5	Year 6
Term 4	<p><b>Fair Trade</b> L19 – that people’s spending decisions can affect others and the environment (Fair Trade)</p> <p><b>Growing and Changing</b> H25 – about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, like/dislikes) H27 – to recognise their individuality and personal qualities H28 – to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth H29 – about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30 – to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31 – about the physical and emotional changes that happen when approaching puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32 – about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34 – about where to get more information, help and advice about growing and changing, especially about puberty <b>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</b></p>	<p><b>Fair Trade</b> L19 – that people’s spending decisions can affect others and the environment (Fair Trade)</p> <p><b>Growing and Changing</b> H25 – about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, like/dislikes) (Revisit) H26 – that for some people gender identity does not correspond with their biological sex H30 – to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Revisit) 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) (Revisit) H32 – about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (Revisit) 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 conceived); how babies needs to be cared for H34 – about where to get more information, help and advice about growing and changing, especially about puberty 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 H35 – about the new opportunities and responsibilities that increasing independence may bring H36 – strategies to manage transitions between classes and key stages</p>
Term 5	<p><b>Sun Safety</b> H12 – about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>Democracy – link to Amazonia topic</p>	<p><b>Sun Safety</b> H12 – about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>Emergency situations</b> (also ‘Life Skills trip’) 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</p>

	Year 5	Year 6
Term 6	<p><b>My Money</b>  L17 – about the different ways to pay for things and the choices people have about this (revisit)  L20 – to recognise that people’s spending decisions are based on priorities, needs and wants  L22 – about risks associated with money (e.g. money can be won, lost or stolen and ways of keeping money safe)  L25 – to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  L26 – that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job in their life  L27- about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  L28 – about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  L29 – that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  L30 – about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  L31 – to identify the kind of job that they might like to do when they are older (revisit)  L32 to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><b>Keeping Safe</b>  H38 – how to predict, assess and manage risk in different situations  H39 – about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe (focus on increased independence)  Rules and responsibilities  L1 to recognise reasons for rules and laws; consequences of not adhering to rules and laws (link with police visit)  L2 – to recognise there are human rights, that are there to protect everyone  L3- about the relationship between rights and responsibilities (revisit)  L4 – the importance of having compassions toward others; how to show care and concern for others  L5 - shared responsibilities we all have for caring for other people; how everyday choices can affect the environment</p> <p>H36 – strategies to manage transitions between classes and key stages</p>	<p><b>My Money</b>  L19 that people’s spending decisions can affect others and the environment (e.g. Fair Trade) (revisit)  L20 – to recognise that people’s spending decisions are based on priorities, needs and wants (revisit)  L21 – different way to keep track of money  L22 – about risks associated with money (e.g. money can be won, lost or stolen and ways of keeping money safe) (Revisit)</p> <p><b>Transition</b>  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 (in relation to transition)  R24 – how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R25 – to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R26 – about seeking and giving permission (consent) in different situations  R27 – about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break confidence or share a secret  R29 – where to get advice and report concerns if worried about their own or someone else’s personal safety  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  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 (Revisit)  H23 – about change and loss (<i>including death</i>) and how these can affect feelings; ways of expressing and managing grief and bereavement (relate to transition)  H24 – problem solving strategies for dealing with emotions, challenges and change including the transition to new schools</p>