EYFS includes Nursery and Reception KS1 and KS2 operate two cycles: Cycle A (23/24) and Cycle B (24/25) Both years

Many objectives are covered in both cycles

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|  | **EYFS** | **Y1/2** | **Y3/4** | **Y5/6** |
| **Learning outcomes**Why do we have rules? (Living in the wider world)**Autumn 1** | What are rules?What are the rules in school?Rules for a class charter | Decide rules for Class Charter, linked to rights and responsibilities: When do we need rules and why? | Why do we have rules? Human rights & responsibilities.What rules do we need at school? Create a class charterWhere else do we have rules? | Class Charter & Children’s Rights / ResponsibilitiesWhat are rules?Which rules will make our classroom a safe and happy place?How are rules and laws enforced? What happens if rules are not adhered to? (rules in school / laws outside) |
| **Learning objectives covered****(Both years)** | **PSED**Children are aware that there are boundaries setThey have some understanding of consequences to rules being broken | **Y1 & 2**H28 about rules and age restrictions that keep us safeL1 about what rules are, why they are needed and why different rules are needed for different situations  | **Y3 & 4**L1 to recognise the reasons for rules and lawsL2 to recognise there are human rightsL3 about the relationship between rights and responsibilities | **Y5 & 6**L1 to recognise the reasons for rules and laws; consequences of not adhering to rules and lawsL2 to recognise there are human rights, that are there to protect everyoneH37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, TV prog, films, games etc |
| **Learning outcomes**All About Me (Health & Wellbeing)**Autumn 1** | This is me……Eyes, hair, likes, dislikes etcFeelings: happy, sad, frightened | How am I unique?What things do I like and dislike?What is important to me?What am I good at?What do I want to get better at?Exploring feelings: What are feelings?What makes me happy? Sad? Frightened? Do we all feel the same?What can I do if I feel sad? | Who am I?How am I the same as others? How am I different to others?What am I good at and what do I want to achieve?How do I feel? What makes me happy? Sad?Understanding different feelingsWhat am I good at and what do I want to achieve? | How am I unique?What makes me, me?What kind of person am I? How can I be the best form of me?How do I express my feelings?How and why do feelings change?How would you feel and what would you do?Strategies to deal with different emotions – How to cope with feeling ‘down’ |
| **Learning objectives covered** | **PSED**Children can talk about things they are good at and things they enjoyThey are aware of their own feelings and understand that some words and actions can hurt othersThey talk about how they and others show feelings They understand that someone else’s point of view can be different to their**Understanding the World**Knows some things that are the same and different between themselves and others and sometimes knows things that make them unique | H21 to recognise what makes them specialH22 to recognise the ways in which we are all uniqueH23 to identify what they are good at, what they like and dislikeH24 how to manage when they find things difficultR22 how to treat themselves and others with respect; how to be polite and courteousR24 how to listen to other peopleR25 how to talk about and share their opinions on things that matter to them H11 about different feelings that humans can experienceH12 name different feelingsH13 how feelings can affect people’s bodies and how they behaveH14 how to recognise what others might be feelingH15 to recognise that not everyone feels the same at the same time or feels the same about the same thingsH16 about ways of sharing feelings; a range of words to describe feelingsH17 about things that help people feel good (playing outside, going things they enjoy etc)H18 different things they can do to manage big feelings, to help calm themselves and/or change their moodH19 to recognise when they need help with feelings; that it is important to ask for helpH20 about change and loss (as appropriate) | H25 about personal identity; what contributes to who we areH27 to recognise their individual and personal qualitiesH28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthL25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomesH17 to recognise that feelings can change H18 about everyday things that affect feelings and the importance of expressing feelingsH19 a varied vocabulary to use when talking about feelings; H20 strategies to respond to feelings, how to manage and respond to feelings appropriately and proportionately in different situationsL25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomes | H25 about personal identity; what contributes to who we are H26 that for some people gender identify dies not correspond with their biological sex (as appropriate)H27 to recognise their individual and personal qualitiesH28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthL25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomesH17 to recognise that feelings can change over time and range in intensityH18 about everyday things that affect feelings and the importance of expressing feelingsH20 strategies to respond to feelings, how to manage and respond to feelings appropriately and proportionately in different situationsH21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22 to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adultH23 about change and loss, including death (as appropriate)H24 problem-solving strategies for dealing with emotions, challenges and change. |
| **Extra Areas Covered** | **World Mental Health Day****Show Racism the Red Card-wear red day / Black History Month** | **World Mental Health Day****Show Racism the Red Card-wear red day / Black History Month** | **World Mental Health Day****Show Racism the Red Card-wear red day / Black History Month** | **World Mental Health Day****Show Racism the Red Card-wear red day / Black History Month** |

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| **Learning outcomes**What is Bullying?(Relationships)**Autumn 2** | What is a good friend?What is a ‘bad’ friend / bully?How do good and bad friends make people feel? | What is bullying?How does it make people feel?Who will help stop bullying? | What is a friend?What is bullying?What can I do to help? | How should friends behave?What do we mean by bullying?What form can bullying take?How can I stop bullying?What do we mean by respect? |
| **Learning objectives covered** | **PESD**Aware of others feelingsAware that some actions hurt or harm othersTalk about their own and others’ behaviour and the consequencesThey know what friendly behaviour looks likeThey understand what bullying is and that it is not acceptable behaviour | H11 about different feelings that humans can experienceH13 hoe feelings can affect people’s bodies and how they behaveH14 how to recognise what others might be feelingH15 to recognise that not everyone feels the same at the same time, or feels the same about the same thingsR10 that bodies and feelings can be hurt by words and actions, that people can say hurtful thingsR11 about how people may feel if they experience hurtful behaviour or bullyingR12 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 adultR21 about what is kind and unkind behaviour, and how this can affect others | H18 about everyday things that affect feelings and the importance of expressing feelingsR11 what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationshipsR19 about the impact of bullying, including online and the consequences of hurtful behaviourR20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support | R11 what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationshipsR13 the importance of seeking support if feeling alone or excludedR14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded, strategies for how to include themR19 about the impact of bullying, including online and the consequences of hurtful behaviourR20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get supportR21 about discrimination; what it means and how to challenge itR30 that personal behaviour can affect other people; to recognise and model respectful behaviours onlineR31 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 in school and the wider community; strategies to improve or support courteous, respectful relationships |
| **Learning outcomes**Working & Living Together(Living in the Wider World)**Autumn 2** | Remembrance DayChildren In Need – showing care for othersSharing and helping each other – working together | What is it like where I live?How does my home and environment compare to others?How can I look after my world?Who do I belong to?Who helps me?Who has helped me in the past? (link to remembrance day)How can I get along and help others? | Is living in Ouston the same as living somewhere else?Can my life affect people living in other countries?What can I do to help other people? (Around the world)How has the past helped me? (Remembrance Day)Who do I belong to?What is a community?Who lives in my community?What can I do to help my community? | What is a global citizen?How can I make the world a better place?How does the past affect me today? (Remembrance Day)What is diversity?What is a stereotype?Do we all have to agree? |
| **Learning objectives covered** | **PSED**Engages with others to achieve a goalShow understanding and cooperates**Understanding the World**They know some reasons why people lives were different in the past  | L2 how people and other living things have different needs; about the responsibilities of caring for themL3 about things they can do to look after the environmentL6 to recognise the ways they are the same as, and different to other peopleR1 About the roles different people play in our livesR22 about how to treat themselves and others with respect; how to be polite and courteousR24 how to listen to other people and play and work cooperativelyL4 about different groups they belong toL5 about the different roles and responsibilities people have in their communityH33 about the people whose job it is to help keep us safe | 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 othersL5 ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg reducing, reusing, recycling; food choices)L19 that people’s spending decisions can affect others and the environment (eg Fairtrade, buying single-use plastics or giving to charityL6 about the different groups that make up their communityL7 to value the different contributions that people and groups make to the communityL4 ….how to show care and concern for othersL8 about diversity, what it means; the benefits of living in s diverse community, about valuing diversity within communities | L2 to recognise there are human rights, that are there to protect everyoneL3 about the responsibilities between rights and responsibilitiesL4 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 othersL5 ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg reducing, reusing, recycling; food choices)L19 that people’s spending decisions can affect others and the environment (eg Fairtrade, buying single-use plastics or giving to charityL8 about diversity, what it means; the benefits of living in s diverse community, about valuing diversity within communitiesL9 about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypesL4 the importance of having compassion towards othersR34 how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with |
| **Extra Areas Covered** | **Diwali****Bonfire night** | **Remembrance Day****Children in need**  | **Remembrance Day****Children in need**  | **Remembrance Day****Children in need**  |

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| **Learning outcomes**Celebrating Differences(Living in the Wider World)**Spring 1** | One BritainWho do I live with? Special people in our livesWhat is a disability?How and why is Chinese New Year celebrated? | One BritainWho is in my family?Are all families the same?Are we all the same? (Similarities and differences - Don’t call me special book & focus on visually impairment.)Where do people in my community originate? (awareness of cultures & birth countries linked to families within the school)What is a family?What does being a family mean?Are we all the same (Similarities and Differences focus on Hearing impairment & sign to sing) Where do people in my community originate? (awareness of cultures & birth countries linked to families within the school) | One BritainHow are families the same and different? What is a family? Focus: Single Parent familiesAre we all the same? A positive image of disability including Paralympic athletesWhat does diversity mean? Why is a diverse community good?How are families the same and different? What is a family? Focus: Marriage & Civil partnerships. Are we all the same? Mental Health: Managing feelings, emotions, anxiety & worry.Who are the people in my community? Travelling community | One BritainHow are families the same and different? Same sex parents/carers. Homophobia discussion.Are we all the same? ASD & ADHDWhat is a refugee and asylum seeker? Why do they need help?How are families the same and different? Adoption & FosteringAre we all the same? Mental Health: Self-image / Impact of social media What is Immigration and why do people do it? |
| **Learning objectives covered** | **Understanding the World**They know about similarities and differences between themselves and others and among families, communities and traditionsThey understand that different people have different beliefs, attitudes, customs and traditions | R1 about the roles different people play in our livesR3 about different kinds of families including those that may be different to their ownR23 to recognise ways in which they are the same and different to othersL6 to recognise the ways they are the same as and different to other peopleR1 about the roles different people play in our livesR2 to identify the people who love and care for them and what they do to help them feel cared forR3 about different types of families including those that may be different to their ownR4 to identify common features of family lifeR23 to recognise ways in which they are the same and different to othersL6 to recognise the ways they are the same as and different to other people | H25 about personal identity: what contributes to who we areH27 to recognise their individuality and personal qualitiesR6 That a feature of positive family life is a caring relationship:R7 to recognise and respect there are different types of family structures: that families of all types can give family members love, security and stabilityR8 to recognise shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficultyR32 about respecting the differences and similarities between people and recognising what they have in common with others eg physical, personality or backgroundR33 to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their ownL6 about different groups that make up their communityL8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communitiesL9 about stereotypesR3 about marriage and civil partnerships as a legal declaration of commitment made by two adults who love and care for one another, which is intended to be lifelongR4 that forcing anyone to marry against their will is a crime; that help & support is available to people who are worried about this for themselves or othersR5 that people who live and care for each other can be in a committed relationship, living together but may also live apartR6 That a feature of positive family life is a caring relationship:R7 to recognise and respect there are different types of family structures: that families of all types can give family members love, security and stabilityH15 that mental health, just like physical health is part of daily life, the importance of mental healthH16 about strategies and behaviours that support good mental health – including how good quality sleep, physical exercise/time outdoors etc support mental healthH18 the importance of expressing feelingsH21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersR32 about respecting the differences and similarities between people and recognising what they have in common with others eg physical, personality or backgroundL6 about different groups that make up their communityL9 about stereotypes | H25 about personal identity: what contributes to who we are R7 to recognise and respect there are different types of family structures: that families of all types can give family members love, security and stabilityR2 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 themR6 That a feature of positive family life is a caring relationship:R8 to recognise shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficultyR21 about discrimination; what it means and how to challenge it R32 about respecting the differences and similarities between people and recognising what they have in common with othersL4 the importance of having compassion for othersL8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communitiesL9 about stereotypesL10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiencedH3 About choices that support a healthy lifestyle and recognise what might influence theseH4 how to recognise that habits can have both positive and negative effects on healthy lifestylesH14 how and when to seek support, including which adults to speak to in and outside of school if they are worried about their healthR7 to recognise and respect there are different types of family structures: that families of all types can give family members love, security and stabilityR2 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 themR6 That a feature of positive family life is a caring relationship:R8 to recognise shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficultyR31 to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others in school and in wider societyR32 about respecting the differences and similarities between people and recognising what they have in common with othersL4 the importance of having compassion for othersL8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communitiesL9 about stereotypesL10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiencedL11 recognise ways in which the internet and social media can be used both positively and negativelyL16 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 |
| **Extra Areas Covered** | **Chinese New Year****Safer Internet Day****Show Racism the Red Card** | **Chinese New Year****Safer Internet Day****Show Racism the Red Card** | **Safer Internet Day****Show Racism the Red Card** | **Safer Internet Day****Show Racism the Red Card** |

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| **Learning outcomes**How do I keep Safe & Healthy?(Health & Wellbeing)**Spring 2** | How can I be safe?What should I eat?What should I do to keep healthy?What is a stranger? | How can I be healthy?What should I eat to be healthy?How do I look after my teeth?Who helps me stay healthy?What are medicines?How can I stop germs?How do I keep safe in the sun?How do I stay safe at home?How do I stay safe in different places? (outside)Who helps keep me safe?How do I keep safe in the sun?What should I do in an emergency? | What do we mean by a healthy lifestyle?How do I keep healthy?Why is sleep important?How do I look after my teeth and skin?What do we mean by mental health?What is bacteria?Are medicines good?What is first aid and what can I do? (Bites & Stings & Asthma) What do I do in an emergency? (999 & recovery position) | What choices do I have about being healthy and who influences me?Why keep myself healthy – what does being unhealthy look like?How do I keep my mind healthy and why is it so important?Are all drugs harmful? Why do people choose to take drugs?What are the laws around drugs?What is first aid and what can I do? (Bleeding & chocking)What to do in an emergency (999, recovery position, chest compressions)Y6 yearly visit/work – safety carouselHow do I keep safe in the modern world?How do I keep myself safe in the environment? |
| **Learning objectives covered** | **Physical Development**Understand that equipment and tools need to be used carefully and safelyUnderstands the need to eat a range of different foodsSome understanding of what makes a healthy life – sleep, exercise, foodUnderstand the need to wash hands at particular times | H1 about what keeping healthy means/different ways to keep healthyH2 about foods that support good health and risks of too much sugarH3 about how physical activity helps us stay healthy/ways to be active every dayH4 about why sleep is important/ways to rest and relaxH5 simple hygiene routines that can stop germs from spreadingH6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthyH7 about dental care and visiting the dentist; how to brush teeth correctly, food and drink that support dental healthH8 how to keep safe in the sun and protect skin from damageH10 about the people who help us stay physically healthyH37 about things that people can put into their body or on their skin; how these can affect how people feelH8 how to keep safe in the sun and protect skin from damageH29 to recognise risk in simple everyday situations and what action to take to minimise harmH30 about how to keep safe at home (including around electrical appliances) and fire safety (eg not to play with matches & lighters)H31 that household products (including medicines) can be harmful if not used correctlyH32 ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool) and how to cross the roadH33 about the people whose job it is to keep us safeH35 about what to do if there is an accident and someone is hurtH36 how to get help in an emergency (how to dial 999 and what to say)  | H2 about the elements of a balanced, healthy lifestyleH3 about choices that support a healthy lifestyleH6 about what constitutes a healthy diet; how to plan a healthy meal; benefits to a healthy diet; risks associated with not eating a healthy diet including obesity and tooth decayH7 how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some risks associated with an inactive lifestyle.H8 about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feeling, behaviour and ability to learn.H11 how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (sugar consumption/acidic drinks; the effects of smoking)H12 about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H14 how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their healthH15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16 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 can support mental health and wellbeingH21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH9 that bacteria and viruses can effect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itH10 how medicines, when used responsibly, contribute to health; that some diseases can be prevented be vaccinations and immunisations; how allergies can be managed H40 about the importance of taking medicines correctly and using household products safely (eg following instructions)H43 about what is meant be first aid; basic techniques for dealing with common injuriesH44 how to react and respond in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say | H1 how to make informed decision about healthH2 about the elements of a balanced, healthy lifestyleH3 recognise what might influence our choices in a healthy lifestyleH4 how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5 about what good physical health means; how to recognise early signs of physical illnessH6 H7 H8 covered briefly (balanced diet, exercise and sleep being factors of a healthy lifestyleH14 how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their healthH15 that mental health, just like physical health is part of daily life; the importance of taking care of mental healthH16 about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outside, being involved in community groups, doing things for others, clubs, activities, hobbies and spending time with family and friends can support mental health and wellbeingH21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22 to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adultH24problem-solving strategies for dealing with emotions, challenges and changeH43 about what is meant be first aid; basic techniques for dealing with common injuriesH44 how to react and respond in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to sayH46 about the risks and effects of legal drugs common to everyday life (eg 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 breakH47 to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to othersH48 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/vapingH50 about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concernsH38 how to predict, assess and manage risk in different situationsH39 about hazard (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safeH41 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 |
| **Extra Areas Covered** |  |  |  |  |

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| **Learning outcomes**What is a Healthy Relationship?(Relationships)**Summer 1***(Cover elements from other years units too if time allows)* |  | Who do I have a relationship with? (family, friends, acquaintances)What makes a good friend and how do I make friends?What if I fall out with my friend?Who can help me with my friendships?Who do I have a relationship with? (family, friends, acquaintances)Are adults always safe?Is it ok to keep a secret?What can I do if I don’t feel comfortable with others? | What makes a good friend?How can I make friends?What if I fall out with friends?What if I have no friends?Are all adults safe?What do we mean by a relationship & what relationships do I have?What do healthy relationships look like?Is it ok to say no?Can I keep a secret? | Are friendships important?Can I have friends online and how do I keep safe?Should we always do what friends ask?What is a relationship?Are relationships always good?Do I have the right to say no?What physical contact is acceptable? |
| **Learning objectives covered** |  | R1 about the roles different people (eg acquaintances, friends and relatives) play in our livesR5 that it is important to tell someone if something about their family makes them unhappy or worriedR6 about how people make friends and what makes a good friendshipR7 about how to recognise when they or someone else feels lonely and what to doR8 simple strategies to resolve arguments between friends positivelyR9 how to ask for help if a friendship is making them unhappyR20 what to do if worried for themselves or others; who to ask for help and vocabulary to use; importance of keeping trying until heardR5 that it is important to tell someone if something about their family makes them unhappy or worriedR13 to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are privateR15 how to respond safely to adults they don’t knowR16 how to respond if physical contact makes them feel uncomfortableR17 about knowing there are situations when they should ask for permission and also when their permission should be soughtR18 importance of not keeping adult’s secrets R19 techniques for resisting pressure to do somethingR20 what to do if worried for themselves or others; who to ask for help and vocabulary to use; importance of keeping trying until heard | R10 the importance of friendship; strategies for building positive friendshipsR11 what constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences) that the same principle applies to online and face-to-face relationshipsR13 the importance of seeking support if feeling lonely or excludedR14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR16 how friendships can change over time, about making new friends and the benefits of having different types of friendsR17 that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safelyR18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help if necessaryR24 how to respond safely and appropriately to adults they may encounter (in different contexts) whom they do not knowR1 to recognise there are different types of relationshipsR9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or adviceR11 what constitutes a positive, healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity etc)R14 that healthy friendships make people feel includedR18 to recognise if a friendship is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR22 about privacy and personal boundaries; what is appropriate in friendship and wider relationshipsR25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26 about giving permission 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 a confidence or share a secretR29 where to get advice and report concerns if worried about their own or someone else’s personal safety | R10 the importance of friendship; strategies for building positive friendshipsR11 what constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences) that the same principle applies to online and face-to-face relationshipsR12 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-faceR14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR15 strategies for recognising and managing peer influence and a desire for peer approval in friendships;R18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help if necessaryR23 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 concernsR28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing thisR1 to recognise there are different types of relationships (friendships, family relationships, romantic relationships, online relationships)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 R9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or adviceR22 about privacy and personal boundaries; what is appropriate in friendship and wider relationshipsR25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26 about giving permission in different situations R29 where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) |
| **Extra Areas Covered** | Queens Platinum Jubilee | Queens Platinum Jubilee | Queens Platinum Jubilee | Queens Platinum Jubilee |

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| **Learning outcomes**Growing up & changing(Living in the Wider World)**Summer 2** | How are we the same as each other and how are we different?What are the different parts of my body?What will happen next year? (Transition) | How are boys & girls the same and different?What will change when I get older? (my body and things I can do)What are the different parts of my body called?What will happen next year?(Transition) | How have I changed?What do I need to do to keep myself clean & healthy?What have I achieved this year and what will happen next year? (transition)How have I changed?What can I do? (responsibilities change with age)What have I achieved this year and what will happen next year? (transition) | Y5Why do my emotions change?How are we changing? (some basic differences between boys & girls)What have I achieved this year and what will happen next year? (transition)Y6Are we all the same? (individuality, body image, being yourself, different gender identities)Where do we come from? (reproduction – life cycle)Y6 puberty talk – changes in the body, hygiene, reproduction & menstruationDifferent cultures and growing up (FGM)What have I achieved this year and what will happen next year? (transition) |
| **Learning objectives covered** | **Understanding the World**They know about similarities and differences between themselves and othersChildren can talk about past events in their own lives | H26 about growing and changing from young to old and how people’s needs changeH25 to name the main parts of the body including external genitaliaR13 to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are privateH27 about preparing to move to a new classH24 how to manage when finding things difficult | H27 to recognise their individual and personal qualitiesH28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthH29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinkingH32 about the importance of keeping clean and how to maintain personal hygieneH36 strategies to manage transitions between classes and key stagesH27 to recognise their individual and personal qualitiesH28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthH29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinkingH35 about the new opportunities and responsibilities that increasing independence may bringH36 strategies to manage transitions between classes and key stages | Y5H31 about some of the physical and emotional changes that happen when approaching and during pubertyH34 about where to get more information, help and advice about growing and changing, especially about pubertyH29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinkingH36 strategies to manage transitions between classes and key stagesY6H26 that for some people gender identity does not correspond with their biological sexH30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH31 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)H32about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH33 about the process 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 are cared forH34 about where to get more information, help and advice about growing and changing, especially about pubertyH45 that female genital mutilation (FGM) is against British law, what to do and who to tell if they think they or someone they know might be at riskH36 strategies to manage transitions between classes and key stagesH29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking |

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| **Learning outcomes**Money & Careers(Living in the Wider World)**Summer 2** | Can I recognise money?Where do I get money?How do we use money?What jobs do I know?What job do I want to do? | What do I need and what do I want?Where does my money come from?Why do people have jobs?What jobs do I know? What job do I want to do?Why is money important?Is all money the same?Should we save money?What jobs do people in the community do?What strengths do you need to do certain jobs? What jobs would I be good at? (linked to strengths) | How can my spending effect the world?What do I need and what do I want?What jobs can people do?What job should I do?Where does money come from?How can we pay for things?What should we do with money?Who can do this job?What qualities do you need to do this job? | Where does my money come from? Where does my money go? Can I keep track of my money?What job should I do? How do I choose?How does money make me feel?Winning and losing money.What jobs do people do?How do we choose our job?How do we get a job? |
| **Learning objectives covered** |  | L10 what money is; forms that money comes in; that money comes from different sourcesL12 about the difference between needs and wants; that sometimes people may not always be able to have what they wantL15. that jobs help people to earn money to pay for things L16 different jobs that people they know or people who work in the community doL10 what money is; forms that money comes in; that money comes from different sourcesL11. that people make different choices about how to save and spend moneyL13 that money needs to be looked after; different ways of doing thisL14. that everyone has different strengthsL16 different jobs that people they know or people who work in the community doL17 about some of the strengths and interests someone might need to do different jobs | L18 to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’L19 that people’s spending decisions can affect others and the environment (eg Fairtrade, buying single-use plastics or giving to charity)L20 to recognise that people make spending decisions based on priorities, needs and wantsL25 to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26 that there is a broad range of jobs/careers that people can have: that people often have more than one career/type of job during their lifeL27 about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL31 to identify the kind of job they might like to do when they are olderL17 about the different ways to pay for things and the choices people have about this L18 to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’L20 to recognise that people make spending decisions based on priorities, needs and wantsL26 that there is a broad range of jobs/careers that people can have: that people often have more than one career/type of job during theirL27 about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL30 about some of the skills that will help them in their future careers eg teamwork, communication and negotiationL31 to identify the kind of job that they might like to do when they are older | L17 about the different ways to pay for things and the choices people have about thisL18 to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’L20 to recognise that people make spending decisions based on priorities, needs and wantsL21 different ways to keep track of moneyL25 to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26 that there is a broad range of jobs/careers that people can have: that people often have more than one career/type of job during theirL27 about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL28 about what might influence people’s decisions about a job or career (personal interests and values, family connections, strengths and qualities, ways in which stereotypical assumptions can deter people)L29 that some jobs are paid more than others and money is a factor which may influence people’s career choice, that people may choose to do voluntary workL30 about some of the skills that will help them in future careers eg teamwork, communication and negotiationL31 to identify the kind of job that they might like to do when they are olderL18 to recognise that people have different attitudes towards saving and spending money; what influences people’s decision; what makes something ‘good value for money’L19 that people’s spending decisions can affect others and the environment (eg Fairtrade, buying single-use plastics or giving to charity)L22 about risks associated with money (money can be won, lost or stolen) and ways of keeping money safeL23 about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.L24 to identify the way that money can impact on people’s feelings and emotionsL26 that there is a broad range of jobs/careers that people can have: that people often have more than one career/type of job during theirL28 about what might influence people’s decisions about a job or career (personal interests and values, family connections, strengths and qualities, ways in which stereotypical assumptions can deter people)L29 that some jobs are paid more than others and money is a factor which may influence people’s career choice, that people may choose to do voluntary workL31 to identify the kind of job that they might like to do when they are olderL32 to recognise a variety of routes into a career |
| **Extra Areas Covered** |  |  |  |  |
| **Links to other subject areas** |  | ICT: online safetyH9 about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TVH34 basic rules to keep 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 themR12 that hurtful behaviour (offline or online) including teasing, name -calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.R14 that sometimes people may behave differently online, including by pretending to be someone they are notL7 about how the internet and digital services can be used safely to find things out and to communicate with othersL8 about the role of the internet in everyday lifeL9 that not all information seen online is trueScience: changes in humans, the importance of exercise and healthy dietRRSA: Rights & Responsibilities, living in a diverse world, manners and respect | ICT: online safetyH13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH42 about the importance of keeping personal information private, strategies for keeping safe online, including how to manage request 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 contactR12 to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with other not known face-to-faceR18 recognise if a friendship (online) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19 about the impact of bullying – including onlineR20 strategies to respond to hurtful behaviour experienced or witnessed online and how to report concerns and get supportR22 about privacy and personal boundaries; what is appropriate in friendships – including onlineR23 about why someone may behave differently online, including pretending to be someone they are not; strategies for reducing risks, harmful content and contact, how to report concernsL11 recognise ways in which the internet and social media can be used both positively and negativelyL15 recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesScience: Healthy livingRRSA: Rights & Responsibilities, living in a diverse world, manners and respect | ICT online safetyH13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, TV, films, games and online gamingH42 about the importance of keeping personal information private, strategies for keeping safe online, including how to manage request 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 contactR11 what constitutes a positive healthy friendship – including online friendshipsR12 to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with other not known face-to-faceR18 recognise if a friendship (online) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR19 about the impact of bullying – including onlineR20 strategies to respond to hurtful behaviour experienced or witnessed online and how to report concerns and get supportR22 about privacy and personal boundaries; what is appropriate in friendships – including onlineR23 about why someone may behave differently online, including pretending to be someone they are not; strategies for reducing risks, harmful content and contact, how to report concernsR24 how to respond safely and appropriately to adults they may encounter online, who they do not knowR31 recognise the importance of self-respect; that everyone, including them, should be treated politely and with respect – including when online and/or anonymousL11 recognise ways in which the internet and social media can be used both positively and negativelyL12 how to access the reliability of sources of information online; and how to make safe, reliable choices from search resultsL13 about some of the different ways information and data is shared and used online, including for commercial purposesL14 about how information on the internet is ranked, selected and targeted at specific individuals and groups, that connected devices can share informationL15 recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL16 about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability or sources and identify misinformationScience: changes in humans – life cycle & reproductionRRSA: Rights & Responsibilities, living in a diverse world, manners and respect |
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