



RSE / PSHE Progression Overview

EYFS includes Nursery and Reception KS1 and KS2 operate two cycles: **Cycle A (25/26)** and **Cycle B (25/26)**

Many objectives are covered in both cycles

	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 charter Where else do we have rules?	Class Charter & Children's Rights / Responsibilities What 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 set They have some understanding of consequences to rules being broken	Y1 & 2 H28 about rules and age restrictions that keep us safe L1 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 laws L2 to recognise there are human rights L3 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 laws L2 to recognise there are human rights, that are there to protect everyone H37 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	This is me.....Eyes, hair, likes, dislikes etc Feelings: 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?	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 am I unique? What makes me, me? What kind of person am I? How can I be the best form of me?



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<p>All About Me (Health & Wellbeing) Autumn 1</p>		<p>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?</p>	<p>How do I feel? What makes me happy? Sad? Understanding different feelings What am I good at and what do I want to achieve?</p>	<p>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’</p>
<p>Learning objectives covered</p>	<p>PSED Children can talk about things they are good at and things they enjoy They are aware of their own feelings and understand that some words and actions can hurt others They 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</p>	<p>H21 to recognise what makes them special H22 to recognise the ways in which we are all unique H23 to identify what they are good at, what they like and dislike H24 how to manage when they find things difficult R22 how to treat themselves and others with respect; how to be polite and courteous R24 how to listen to other people R25 how to talk about and share their opinions on things that matter to them</p> <p>H11 about different feelings that humans can experience H12 name different feelings H13 how feelings can affect people’s bodies and how they behave 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 H17 about things that help people feel good (playing outside, going things they enjoy etc) H18 different things they can</p>	<p>H25 about personal identity; what contributes to who we are H27 to recognise their individual and personal qualities H28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomes</p> <p>H17 to recognise that feelings can change H18 about everyday things that affect feelings and the importance of expressing feelings H19 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 situations L25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomes</p>	<p>H25 about personal identity; what contributes to who we are H26 that for some people gender identify does not correspond with their biological sex (as appropriate) H27 to recognise their individual and personal qualities H28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25 to recognise positive things about themselves and their achievements; set personal goals to help achieve personal outcomes</p> <p>H17 to recognise that feelings can change over time and range in intensity H18 about everyday things that affect feelings and the importance of expressing feelings H20 strategies to respond to 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 and that it</p>



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		<p>do to manage big feelings, to help calm themselves and/or change their mood H19 to recognise when they need help with feelings; that it is important to ask for help H20 about change and loss (as appropriate)</p>		<p>is important to discuss feelings with a trusted adult H23 about change and loss, including death (as appropriate) H24 problem-solving strategies for dealing with emotions, challenges and change.</p>
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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<p>Learning outcomes</p> <p>What is Bullying? (Relationships) Autumn 2</p>	<p>What is a good friend? What is a 'bad' friend / bully? How do good and bad friends make people feel?</p>	<p>What is bullying? How does it make people feel? Who will help stop bullying?</p>	<p>What is a friend? What is bullying? What can I do to help?</p>	<p>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?</p>
<p>Learning objectives covered</p>	<p>PESD Aware of others feelings Aware that some actions hurt or harm others Talk about their own and others' behaviour and the consequences They know what friendly behaviour looks like They understand what bullying is and that it is not acceptable behaviour</p>	<p>H11 about different feelings that humans can experience H13 hoe feelings can affect people's bodies and how they behave 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 R10 that bodies and feelings can be hurt by words and actions, that people can say hurtful things R11 about how people may feel if they experience hurtful behaviour or 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 R21 about what is kind and unkind behaviour, and how this can affect others</p>	<p>H18 about everyday things that affect feelings and the importance of expressing feelings R11 what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationships R19 about the impact of bullying, including online and the consequences of hurtful behaviour R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support</p>	<p>R11 what constitutes a positive healthy friendship, that the same principles apply to online friendships as to face-to-face relationships R13 the importance of seeking support if feeling alone or excluded R14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded, strategies for how to include them R19 about the impact of bullying, including online and the consequences of hurtful behaviour R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support R21 about discrimination; what it means and how to challenge it R30 that personal behaviour can affect other people; to recognise and model respectful behaviours online 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 in school and the wider community; strategies to improve or support courteous, respectful relationships</p>
<p>Learning outcomes</p>	<p>Remembrance Day Children In Need – showing care for others</p>	<p>What is it like where I live? How does my home and environment compare to others?</p>	<p>Is living in Ouston the same as living somewhere else?</p>	<p>What is a global citizen? How can I make the world a better place?</p>



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<p>Working & Living Together (Living in the Wider World) Autumn 2</p>	<p>Sharing and helping each other – working together</p>	<p>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?</p>	<p>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?</p>	<p>How does the past affect me today? (Remembrance Day) What is diversity? What is a stereotype? Do we all have to agree?</p>
<p>Learning objectives covered</p>	<p>PSED Engages with others to achieve a goal Show understanding and cooperates</p> <p>Understanding the World They know some reasons why people lives were different in the past</p>	<p>L2 how people and other living things have different needs; about the responsibilities of caring for them L3 about things they can do to look after the environment L6 to recognise the ways they are the same as, and different to other people</p> <p>R1 About the roles different people play in our lives R22 about how to treat themselves and others with respect; how to be polite and courteous R24 how to listen to other people and play and work cooperatively L4 about different groups they belong to L5 about the different roles and responsibilities people have in their community H33 about the people whose job it is to help keep us safe</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 L5 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 charity)</p> <p>L6 about the different groups that make up their community L7 to value the different contributions that people and groups make to the community L4 ...how to show care and concern for others L8 about diversity, what it means; the benefits of living in s diverse</p>	<p>L2 to recognise there are human rights, that are there to protect everyone L3 about the responsibilities between rights and responsibilities 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 L5 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 charity)</p> <p>L8 about diversity, what it means; the benefits of living in s diverse community, about valuing diversity within communities L9 about stereotypes; how they can negatively influence behaviours and</p>



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			community, about valuing diversity within communities	attitudes towards others; strategies for challenging stereotypes L4 the importance of having compassion towards others R34 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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<p>Learning outcomes</p> <p>Celebrating Differences (Living in the Wider World) Spring 1</p>	<p>One Britain Who do I live with? Special people in our lives What is a disability? How and why is Chinese New Year celebrated?</p>	<p>One Britain Who 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)</p> <p>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)</p>	<p>One Britain How are families the same and different? What is a family? Focus: Single Parent families Are we all the same? A positive image of disability including Paralympic athletes What does diversity mean? Why is a diverse community good?</p> <p>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</p>	<p>One Britain How are families the same and different? Same sex parents/carers. Homophobia discussion. Are we all the same? ASD & ADHD What is a refugee and asylum seeker? Why do they need help?</p> <p>How are families the same and different? Adoption & Fostering Are we all the same? Mental Health: Self-image / Impact of social media What is Immigration and why do people do it?</p>
<p>Learning objectives covered</p>	<p>Understanding the World They know about similarities and differences between themselves and others and among families, communities and traditions They understand that different people have different beliefs, attitudes, customs and traditions</p>	<p>R1 about the roles different people play in our lives R3 about different kinds of families including those that may be different to their own R23 to recognise ways in which they are the same and different to others L6 to recognise the ways they are the same as and different to other people</p> <p>R1 about the roles different people 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</p>	<p>H25 about personal identity: what contributes to who we are H27 to recognise their individuality and personal qualities R6 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 stability R8 to recognise shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty</p>	<p>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 stability 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 R6 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</p>



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		<p>R3 about different types of families including those that may be different to their own R4 to identify common features of family life R23 to recognise ways in which they are the same and different to others L6 to recognise the ways they are the same as and different to other people</p>	<p>R32 about respecting the differences and similarities between people and recognising what they have in common with others eg physical, personality or background R33 to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own L6 about different groups that make up their community L8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communities L9 about stereotypes</p> <p>R3 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 lifelong R4 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 others R5 that people who live and care for each other can be in a committed relationship, living together but may also live apart R6 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 stability</p>	<p>together, being there for each other in times of difficulty R21 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 others L4 the importance of having compassion for others L8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communities L9 about stereotypes L10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H3 About choices that support a healthy lifestyle and recognise what might influence these H4 how to recognise that habits can have both positive and negative effects on healthy lifestyles H14 how and when to seek support, including which adults to speak to in and outside of school if they are worried about their health R7 to recognise and respect there are different types of family structures: that families of all types can give family members love, security and stability 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</p>
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			<p>H15 that mental health, just like physical health is part of daily life, the importance of mental health</p> <p>H16 about strategies and behaviours that support good mental health – including how good quality sleep, physical exercise/time outdoors etc support mental health</p> <p>H18 the importance of expressing feelings</p> <p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R32 about respecting the differences and similarities between people and recognising what they have in common with others eg physical, personality or background</p> <p>L6 about different groups that make up their community</p> <p>L9 about stereotypes</p>	<p>R6 That a feature of positive family life is a caring relationship:</p> <p>R8 to recognise shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty</p> <p>R31 to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others in school and in wider society</p> <p>R32 about respecting the differences and similarities between people and recognising what they have in common with others</p> <p>L4 the importance of having compassion for others</p> <p>L8 about diversity, what it means: the benefits of living in a diverse community about valuing diversity within communities</p> <p>L9 about stereotypes</p> <p>L10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L11 recognise ways in which the internet and social media can be used both positively and negatively</p> <p>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</p>
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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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<p>Learning outcomes</p> <p>How do I keep Safe & Healthy? (Health & Wellbeing) Spring 2</p>	<p>How can I be safe? What should I eat? What should I do to keep healthy?</p> <p>What is a stranger?</p>	<p>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?</p> <p>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?</p>	<p>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?</p> <p>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)</p>	<p>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?</p> <p>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 & choking) What to do in an emergency (999, recovery position, chest compressions)</p> <p>Y6 yearly visit/work – safety carousel How do I keep safe in the modern world? How do I keep myself safe in the environment?</p>
<p>Learning objectives covered</p>	<p>Physical Development Understand that equipment and tools need to be used carefully and safely Understands the need to eat a range of different foods Some understanding of what makes a healthy life – sleep, exercise, food Understand the need to wash hands at particular times</p>	<p>H1 about what keeping healthy means/different ways to keep healthy H2 about foods that support good health and risks of too much sugar H3 about how physical activity helps us stay healthy/ways to be active every day H4 about why sleep is important/ways to rest and relax H5 simple hygiene routines that can stop germs from spreading H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy H7 about dental care and visiting the dentist; how to brush teeth correctly, food and drink that support dental health</p>	<p>H2 about the elements of a balanced, healthy lifestyle H3 about choices that support a healthy lifestyle H6 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 decay H7 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</p>	<p>H1 how to make informed decision about health H2 about the elements of a balanced, healthy lifestyle H3 recognise what might influence our choices in a healthy lifestyle H4 how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5 about what good physical health means; how to recognise early signs of physical illness H6 H7 H8 covered briefly (balanced diet, exercise and sleep being factors of a healthy lifestyle H14 how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health</p>



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		<p>H8 how to keep safe in the sun and protect skin from damage H10 about the people who help us stay physically healthy H37 about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>H8 how to keep safe in the sun and protect skin from damage H29 to recognise risk in simple everyday situations and what action to take to minimise harm H30 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 correctly H32 ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool) and how to cross the road 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>	<p>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 health H15 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 can support mental health and wellbeing H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H9 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 it H10 how medicines, when used responsibly, contribute to health; that</p>	<p>H15 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 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 wellbeing 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 and that it is important to discuss feelings with a trusted adult H24problem-solving strategies for dealing with emotions, challenges and change</p> <p>H43 about what is meant be first aid; basic techniques for dealing with common injuries H44 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 H46 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 break H47 to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 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</p>
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			<p>some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H40 about the importance of taking medicines correctly and using household products safely (eg following instructions)</p> <p>H43 about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44 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</p>	<p>H50 about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H38 how to predict, assess and manage risk in different situations</p> <p>H39 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 safe</p> <p>H41 strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
Extra Areas Covered				



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<p>Learning outcomes</p> <p>What is a Healthy Relationship? (Relationships)</p> <p>Summer 1 (Cover elements from other years units too if time allows)</p>		<p>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?</p> <p>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?</p>	<p>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?</p> <p>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?</p>	<p>Are friendships important? Can I have friends online and how do I keep safe? Should we always do what friends ask?</p> <p>What is a relationship? Are relationships always good? Do I have the right to say no? What physical contact is acceptable?</p>
<p>Learning objectives covered</p>		<p>R1 about the roles different people (eg acquaintances, friends and relatives) play in our lives R5 that it is important to tell someone if something about their family makes them unhappy or worried 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 R8 simple strategies to resolve arguments between friends positively R9 how to ask for help if a friendship is making them unhappy R20 what to do if worried for themselves or others; who to ask for help and vocabulary to use; importance of keeping trying until heard</p> <p>R5 that it is important to tell someone if something about their family makes them unhappy or worried</p>	<p>R10 the importance of friendship; strategies for building positive friendships R11 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 relationships R13 the importance of seeking support if feeling lonely or excluded R14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16 how friendships can change over time, about making new friends and the benefits of having different types of friends R17 that friendships have ups and downs; strategies to resolve disputes</p>	<p>R10 the importance of friendship; strategies for building positive friendships R11 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 relationships R12 to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face, risks of communicating online with others not known face-to-face R14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15 strategies for recognising and managing peer influence and a desire for peer approval in friendships;</p>



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		<p>R13 to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private</p> <p>R15 how to respond safely to adults they don't know</p> <p>R16 how to respond if physical contact makes them feel uncomfortable</p> <p>R17 about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18 importance of not keeping adult's secrets</p> <p>R19 techniques for resisting pressure to do something</p> <p>R20 what to do if worried for themselves or others; who to ask for help and vocabulary to use; importance of keeping trying until heard</p>	<p>and reconcile differences positively and safely</p> <p>R18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help if necessary</p> <p>R24 how to respond safely and appropriately to adults they may encounter (in different contexts) whom they do not know</p> <p>R1 to recognise there are different types of relationships</p> <p>R9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</p> <p>R11 what constitutes a positive, healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity etc)</p> <p>R14 that healthy friendships make people feel included</p> <p>R18 to recognise if a friendship is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22 about privacy and personal boundaries; what is appropriate in friendship and wider relationships</p> <p>R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 about giving permission in different situations</p> <p>R27 about keeping something confidential or secret, when this should or should not be agreed to, and when it</p>	<p>R18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help if necessary</p> <p>R23 about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R1 to recognise there are different types of relationships (friendships, family relationships, romantic relationships, online relationships)</p> <p>R2 that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R9 how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</p> <p>R22 about privacy and personal boundaries; what is appropriate in friendship and wider relationships</p> <p>R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 about giving permission in different situations</p>
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			is right to break a confidence or share a secret R29 where to get advice and report concerns if worried about their own or someone else's personal safety	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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<p>Learning outcomes</p> <p>Growing up & changing (Living in the Wider World) Summer 2</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>Y5 Why 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) Y6 Are 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 & menstruation Different cultures and growing up (FGM) What have I achieved this year and what will happen next year? (transition)</p>
<p>Learning objectives covered</p>	<p>Understanding the World They know about similarities and differences between themselves and others Children can talk about past events in their own lives</p>	<p>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 R13 to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private H27 about preparing to move to a new class H24 how to manage when finding things difficult</p>	<p>H27 to recognise their individual 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 reframe unhelpful thinking H32 about the importance of keeping clean and how to maintain personal hygiene H36 strategies to manage transitions between classes and key stages</p>	<p>Y5 H31 about some of the physical and emotional changes that happen when approaching and during puberty H34 about where to get more information, help and advice about growing and changing, especially about puberty H29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking H36 strategies to manage transitions between classes and key stages</p>



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			<p>H27 to recognise their individual and personal qualities</p> <p>H28 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p> <p>H35 about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36 strategies to manage transitions between classes and key stages</p>	<p>Y6</p> <p>H26 that for some people gender identity does not correspond with their biological sex</p> <p>H30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33 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 for</p> <p>H34 about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H45 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 risk</p> <p>H36 strategies to manage transitions between classes and key stages</p> <p>H29 about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p>
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<p>Learning outcomes</p> <p>Money & Careers (Living in the Wider World) Summer 2</p>	<p>Can I recognise money? Where do I get money? How do we use money?</p> <p>What jobs do I know? What job do I want to do?</p>	<p>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?</p> <p>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)</p>	<p>How can my spending effect the world? What do I need and what do I want?</p> <p>What jobs can people do? What job should I do?</p> <p>Where does money come from? How can we pay for things? What should we do with money?</p> <p>Who can do this job? What qualities do you need to do this job?</p>	<p>Where does my money come from? Where does my money go? Can I keep track of my money?</p> <p>What job should I do? How do I choose?</p> <p>How does money make me feel? Winning and losing money.</p> <p>What jobs do people do? How do we choose our job? How do we get a job?</p>
<p>Learning objectives covered</p>		<p>L10 what money is; forms that money comes in; that money comes from different sources L12 about the difference between needs and wants; that sometimes people may not always be able to have what they want L15. 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 do</p> <p>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 L13 that money needs to be looked after; different ways of doing this</p>	<p>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 wants 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 jobs/careers that people can have: that people often have more than one career/type of job during their life</p>	<p>L17 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 wants L21 different ways to keep track of money 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 jobs/careers that people can have: that people often have more than one career/type of job during their</p>



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		<p>L14. that everyone has different strengths</p> <p>L16 different jobs that people they know or people who work in the community do</p> <p>L17 about some of the strengths and interests someone might need to do different jobs</p>	<p>L27 about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L31 to identify the kind of job they might like to do when they are older</p> <p>L17 about the different ways to pay for things and the choices people have about this</p> <p>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'</p> <p>L20 to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L26 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</p> <p>L27 about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30 about some of the skills that will help them in their future careers eg teamwork, communication and negotiation</p> <p>L31 to identify the kind of job that they might like to do when they are older</p>	<p>L27 about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28 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)</p> <p>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 work</p> <p>L30 about some of the skills that will help them in future careers eg teamwork, communication and negotiation</p> <p>L31 to identify the kind of job that they might like to do when they are older</p> <p>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'</p> <p>L19 that people's spending decisions can affect others and the environment (eg Fairtrade, buying single-use plastics or giving to charity)</p> <p>L22 about risks associated with money (money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23 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.</p>
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				<p>L24 to identify the way that money can impact on people's feelings and emotions</p> <p>L26 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</p> <p>L28 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)</p> <p>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 work</p> <p>L31 to identify the kind of job that they might like to do when they are older</p> <p>L32 to recognise a variety of routes into a career</p>
Extra Areas Covered				
Links to other subject areas		<p>ICT: online safety</p> <p>H9 about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H34 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 them</p>	<p>ICT: online safety</p> <p>H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H42 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</p>	<p>ICT online safety</p> <p>H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37 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 gaming</p>



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		<p>R12 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.</p> <p>R14 that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>L7 about how the internet and digital services can be used safely to find things out and to communicate with others</p> <p>L8 about the role of the internet in everyday life</p> <p>L9 that not all information seen online is true</p> <p>Science: changes in humans, the importance of exercise and healthy diet</p> <p>RRSA: Rights & Responsibilities, living in a diverse world, manners and respect</p>	<p>online and how to report concerns, inappropriate content and contact</p> <p>R12 to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with other not known face-to-face</p> <p>R18 recognise if a friendship (online) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19 about the impact of bullying – including online</p> <p>R20 strategies to respond to hurtful behaviour experienced or witnessed online and how to report concerns and get support</p> <p>R22 about privacy and personal boundaries; what is appropriate in friendships – including online</p> <p>R23 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 concerns</p> <p>L11 recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15 recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Science: Healthy living</p>	<p>H42 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 contact</p> <p>R11 what constitutes a positive healthy friendship – including online friendships</p> <p>R12 to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with other not known face-to-face</p> <p>R18 recognise if a friendship (online) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19 about the impact of bullying – including online</p> <p>R20 strategies to respond to hurtful behaviour experienced or witnessed online and how to report concerns and get support</p> <p>R22 about privacy and personal boundaries; what is appropriate in friendships – including online</p> <p>R23 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 concerns</p>
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			<p>RRSA: Rights & Responsibilities, living in a diverse world, manners and respect</p>	<p>R24 how to respond safely and appropriately to adults they may encounter online, who they do not know</p> <p>R31 recognise the importance of self-respect; that everyone, including them, should be treated politely and with respect – including when online and/or anonymous</p> <p>L11 recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12 how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13 about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14 about how information on the internet is ranked, selected and targeted at specific individuals and groups, that connected devices can share information</p> <p>L15 recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>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</p> <p>Science: changes in humans – life cycle & reproduction</p>
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				RRSA: Rights & Responsibilities, living in a diverse world, manners and respect