

Steeple Morden Primary School PSHE Long Term Plan (Updated Sept '23) (from Cambridgeshire PSHE Service Document 2020)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|---|--|--|---|
| Foundation | Beginning and Belonging BBF | Family and Friends (incl. Anti-Bullying) FFF My Emotions MEF | Identities and Diversity IDF Me and My World MWF | My Body and Growing Up BGF | Keeping Safe (incl. Drug Education) KSF | Healthy Lifestyles HLF |
| Year 1 | Beginning and Belonging BB12 | Family and Friends FF12 Anti-Bullying AB12 | Diversity and Communities DC12 | Drug Education DE12 | Personal Safety PS12 | Healthy Lifestyles HL12 |
| Year 2 | Relationships and Sex Education RS1 Rights, Rules and Responsibilities RR12 | My Emotions ME12 Anti-Bullying AB12 | Working Together WT12 Financial Capability FC12 | Relationships and Sex Education RS2 | Managing Safety and Risk MSR 12 | Digital Lifestyles Managing Change MC12 |
| Year 3 | Beginning and Belonging BB34 | Family and Friends FF34 Anti-Bullying AB34 | Diversity and Communities DC34 | Relationships and Sex Education RS3 Drug Education DE34 | Personal Safety PS34 | Healthy Lifestyles HL34 |
| Year 4 | Rights, Rules and Responsibilities RR34 | My Emotions ME34 Anti-Bullying AB34 | Working Together WT34 | Digital Lifestyles | Relationships and Sex Education RS4 Financial Capability FC34 | Managing Safety and Risk MSR 34 Managing Change MC34 |
| Year 5 | Beginning and Belonging BB56 | Family and Friends FF56 Anti-Bullying AB56 | Diversity and Communities DC56 | Relationships and Sex Education RS5 Drug Education DE56 | Personal Safety PS56 | Healthy Lifestyles HL56 |
| Year 6 | Rights, Rules and Responsibilities RR56 | My Emotions ME56 Anti-Bullying AB56 | Working Together WT56 | Financial Capability FC56 | Relationships and Sex Education RS6 Managing Safety and Risk MSR 56 | Digital Lifestyles Managing Change MC56 |

Myself & My Relationships
Beginning and Belonging (BB F)

- How am I special and what is special about other people in my class?
- What have I learnt to do and what would I like to learn next? SR
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- How can I play and work well with others? SR
- How can I show I am listening to an adult? SR
- What can help me to follow instructions? SR

- Belonging in the class
- Likes and dislikes
- Similarities and differences
- Setting goals
- Listening skills
- Rights Rules and Responsibilities
- Communication & cooperation
- Ground Rules
- Right and wrong
- Fair and unfair

Myself & My Relationships
Family and Friends (FF F)

- Who are my special people and why are they special to me? BR
- Who is in my family and how do we care for each other? BR
- What is a friend and how can I be a good one? BR
- How do I make new friends? BR
- How can I respect my own needs and the needs of others? BR
- How can I make up with friends when I have fallen out with them? BR
- How does what I do affect others? BR
- Do I know what to do if someone is unkind to me? SR

- Families
- Kindness, cooperation & turn taking
- Friendship
- Bullying
- Conflict resolution
- Telling an adult & asking for help
- Being assertive
- Networks of support
- Supporting others

Myself & My Relationships
My Emotions (ME F)

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- How might I and others feel when things change? SR
- What are some simple ways to help myself feel better? SR
- How can I help other people feel better? SR
- What could I do when things are difficult for me? MS

- Identifying and managing emotions
- Feelings, thoughts and behaviour
- Fair and unfair
- Loss and change
- Empathy
- Perseverance & resilience
- Independence & asking for help

Citizenship
Identities & Diversity (ID F)

- Who are the people in my class and how are we similar to and different from each other? PCC
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- What are some of the similarities and differences in the way people live their lives? PCC
- What is life like in other countries? PCC
- How can we value different types of people including what they believe in and how they live their lives?
- How do we celebrate what we believe in and how is this different for different people? PCC

- Similarities, difference and diversity
- Respecting and valuing others
- The way we live
- Neighbourhood
- Our beliefs
- Routines, customs and traditions
- Culture, race and religion

Citizenship
Me & My World (MW F)

- Who are the people who help to look after me and my school? PP
- How can I help to look after my school?
- How can I help to care for my things at home?
- Where do I live and what are the different places and features in my neighbourhood? PCC
- Who are the people who live and work in my neighbourhood, including people who help me? PP
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

- People and places
- Family, school, neighbourhood
- Jobs, roles and responsibilities
- Helping and working together
- Caring for living things
- Local environments
- Money

Healthy & Safer Lifestyles
My Body & Growing Up (BG F)

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean? MS
- How am I learning to take care of myself and what do I still need help with? MS
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

- Valuing the body
- External body parts
- My teeth
- Similarities & differences
- Self care skills
- Change and responsibilities

Healthy & Safer Lifestyles
Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

Healthy & Safer Lifestyles
Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy? MS
- Why are food and drink are good for us? MS
- How can I make healthier choices about food? MS
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

- Healthy choices
- My teeth
- Food and drink
- Exercise
- Rest and sleep
- Leisure time

Early Learning Goals 2021:

Prime Area: Personal, Social & Emotional Development:

SR - Self Regulation • MS - Managing Self • BR Building Relationships

Specific Area: Understanding the World:

PP - Past and Present • PCC - People, Culture and Communities

Bold text & initials = main link Initials only = contributes to

Myself & My Relationships Beginning and Belonging (BB 1/2)

- Do I understand simple ways to help my school feel like a safe, happy place? RR
- How can I get to know the people in my class? CF
- How do I feel when I am doing something new? MW
- How can I help someone feel welcome in class? MW
- What helps me manage in new situations? MW
- Who can help me at home and at school? BS

- Feeling safe and happy
- Belonging in the class / school / community
- Ground rules / class charters
- Doing new things
- Resilience
- Asking for help

Citizenship Rights, Rules & Responsibilities (RR 1/2)

- How do rules and conventions help me to feel happy & safe? (RR)
- How do I take part in making rules?
- Who looks after me and what are their responsibilities?
- What jobs and responsibilities do I have in school and at home?
- Can I listen to other people, share my views and take turns? RR
- Can I take part in discussions and decisions in class?

- Class and school rules and charters
- Rules and laws in society
- Understanding right and wrong
- Explaining views
- Decision making
- School and class councils
- Responsibilities to other people

Myself & My Relationships My Emotions (ME 1/2)

- What am I good at and what is special about me? RR
- How can I stand up for myself? RR
- Can I name some different feelings? MW
- Can I describe situations in which I might feel happy, sad, cross etc? MW
- How do my feelings and actions affect others? MW
- How do I manage some of my emotions and associated behaviours? MW
- What are the different ways people might relax and what helps me to feel relaxed? MW
- Who do I share my feelings with? MW

- Self awareness
- Assertiveness
- Identifying & naming emotions
- Coping with feelings
- Feelings, thoughts & behaviour
- Likes & dislikes
- Impulsive behaviour
- Calming down & relaxing
- Seeking support

Myself & My Relationships Family and Friends (FF 1/2)

- Can I describe what a good friend is and does and how it feels to be friends? CF
- Why is telling the truth important? CF
- What skills do I need to choose, make and develop friendships? CF
- How might friendships go wrong, and how does it feel? CF
- How can I try to mend friendships if they have become difficult? CF
- What is my personal space and how do I talk to people about it? BS
- Who is in my family and how do we care for each other? FP
- Who are my special people, why are they special and how do they support me? CF

- Friendship
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space
- Networks of support

Citizenship

Working Together (WT 1/2)

- What am I and other people good at?
- What new skills would I like to develop?
- How can I listen well to other people? RR
- How can I work well in a group? RR
- Why is it important to take turns? CF
- How can I negotiate to sort out disagreements? CF
- How are my skills useful in a group?
- What is a useful evaluation? RR

- Recognising strengths
- Developing skills
- Steps towards goals
- Effective communication
- Compromise & co-operation
- Discussion & negotiation
- Applying group work & communication skills
- Evaluating

Myself & My Relationships Anti-bullying (AB 1/2)

- Why might people fall out with their friends? CF
- Can I describe what bullying is? RR
- Do I understand some of the reasons people bully others? RR
- Why is bullying never acceptable or respectful? RR
- How might people feel if they are being bullied? MW
- Who can I talk to if I have worries about friendship difficulties or bullying? RR
- How can I be assertive? RR
- Do I know what to do if I think someone is being bullied? RR
- How do people help me to build positive and safe relationships? CF
- What does my school do to stop bullying? RR

- Respecting difference
- Defining bullying
- Physical, mental and emotional wellbeing
- Assertiveness
- Networks of support
- Telling & asking for help
- Supporting others
- Creating an anti-bullying ethos

Citizenship

Diversity and Communities (DC 1/2)

- What makes me 'me', what makes you 'you'? RR
- Do all boys and all girls like the same things? RR
- What is my family like and how are other families different? FP
- What different groups do we belong to? RR
- What is a stereotype and can I give some examples? RR
- Who helps people in my locality and what help do they need? MW
- What does 'my community' mean and how does it feel to be part of it? MW
- How do people find out about what is happening in my community? MW
- How do we care for animals and plants?
- How can I help look after my school?

- My identity
- Different families
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Needs of people/animals / pets/plants

Economic Wellbeing Financial Capability (FC 1/2)

- Where does money come from and where does it go when we 'use' it?
- How might I get money and what can I do with it?
- How do we pay for things?
- What does it mean to have more or less money than you need?
- How do I feel about money?
- How do my choices affect me, my family, others?
- What is a charity?

- Money in different / familiar contexts
- Cash values
- Money as a finite resource
- Uses of money
- Saving and spending
- Effects of loss
- How banks etc work
- Emotions in relation to money
- Charity

Healthy & Safer Lifestyles

Managing Safety and Risk (MSR 1/2)

- What are risky situations and how might I feel? MW
- What is my name, address and phone number and when might I need to give them? BFA
- What is an emergency and who can help? BFA
- What makes a place or activity safe for me? MW
- What are the benefits and risks for me when walking near the road, and how can I stay safer? MW
- What are the benefits and risks for me in the sun and how can I stay safer? HP
- What do I enjoy when I'm near water and how can I stay safer? MW
- What are the risks for me if I am lost and how can I get help? BS
- How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA

- Risky situations
- Emotions associated with risk
- Basic personal information
- Asking for & giving help in an emergency
- Safety eyes & ears
- Road safety
- Travel to & from school
- Rules for keeping safer
- Sun safety
- Water safety
- Keeping safe from accidents

Healthy & Safer Lifestyles

Drug Education (DE 1/2)

- Which substances might enter our bodies, how do they get there and what do they do? DAT
- What are medicines and why and when do some people use them? DAT
- When and why do people have an injection from a doctor or a nurse? HP
- Who is in charge of what medicine I take? DAT
- What different things can help me feel better if I feel poorly? DAT
- How can I keep safe with medicines and substances at home and at school? DAT
- What is persuasion and how does it feel to be persuaded? MW

- Medicines
- Health professionals
- Going to the doctors
- Feeling ill, feeling better
- Risky household substances
- Safety rules
- Being persuaded

Healthy & Safer Lifestyles

Digital Lifestyles (TG Digital Lifestyles)

- What are some examples of ways in which I use technology and the internet and what are the benefits? OR
- What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR
- What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR
- What sort of information might I choose to put online and what do I need to consider before I do so? OR
- When might I need to report something and how would I do this? OR
- What sort of rules can help to keep us safer and healthier when using technology? IS
- Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

Healthy & Safer Lifestyles

Personal Safety (PS 1/2)

- Can I identify different feelings and tell others how I feel? MW
- Which school/classroom rules are about helping people to feel safe? BS
- Can I name my own Early Warning Signs? BS
- How do I know which adults and friends I can trust? CF
- Who could I talk with if I have a worry or need to ask for help? BS
- What could I do if a friend or someone in my family isn't kind to me? BS
- Can I identify private body parts and say 'no' to unwanted touch? BS
- What could I do if I feel worried about a secret? BS
- What could I do if something worries or upsets me when I am online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Recognising unkind behaviour
- Bodily autonomy
- Safe, unsafe & unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles

Relationships and Sex Education (RS 1)

- What are the names of the main parts of the body? BS
- What can my amazing body do?
- When am I in charge of my actions and my body? BS
- How can I keep my body clean? HP
- How can I avoid spreading common illnesses and diseases? HP

- External parts of the body
- My amazing body
- Germs
- Hand washing

Healthy & Safer Lifestyles

Relationships and Sex Education (RS 2)

- How do babies change and grow? (Statutory NC Science Y2)
- How have I changed since I was a baby? (Statutory NC Science Y2)
- What's growing in that bump? (NC Science)
- What do babies and children need from their families? FP
- Which stable, caring relationships are at the heart of families I know? FP
- What are my responsibilities now I'm growing up? CAB

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

Healthy & Safer Lifestyles

Healthy Lifestyles (HL 1/2)

- How can I stay as healthy as possible? HP
- What does it feel like to be healthy? MW
- What does healthy eating mean and why is it important? HE
- Why is it important to be active & what are the opportunities for physical activity? PHF
- What foods do I like and dislike and why?
- What can help us eat healthily? HE
- Why do we need food?
- What healthy choices can I make?

- Staying healthy
- Rest and sleep
- Dental health
- Eatwell Guide
- Physical activity
- Healthy eating
- Food preparation
- Making real choices

Myself & My Relationships

Managing Change (MC 1/2)

- How are my achievements, skills and responsibilities changing and what else might change?
- How might people feel during times of loss and change? MW
- How do friendships change? CF
- What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW
- How might people feel when they lose a special possession?
- When can I make choices about changes?

- Changing friendship patterns
- Changing skills & responsibilities
- Changing habits
- Transitions within school
- Losing things
- Emotions involved with change

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| <p>Myself & My Relationships Beginning and Belonging (BB 3/4)</p> <ul style="list-style-type: none"> • What is my role in helping my school be a place where we can learn happily and safely? RR • How can we build relationships in our class and how does this benefit me? CF • What does it feel like to be new or to start something new? MW • How can I help children and adults feel welcome in school? RR • What helps me manage a new situation or learn something new? MW • Who are the different people in my network who I can ask for help? BS | <ul style="list-style-type: none"> • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Resilience • Managing feelings • Asking for help • Networks of support | <p>Citizenship Rights, Rules & Responsibilities (RR 3/4)</p> <ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? RR • Who are those in positions of authority within our school and communities and how can we show respect? RR • Why do we need rules and conventions at home and at school? RR • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? | <ul style="list-style-type: none"> • Respect • Authority • Class/school rules & charters • Rights and responsibilities • Democracy at school • School and class councils • Decision making • Debating and voting • Responsibilities at school and at home |
| <p>Myself & My Relationships My Emotions (ME 3/4)</p> <ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR | <ul style="list-style-type: none"> • Self-respect • Mental wellbeing • Communicating emotions • Self-care • Diverse emotions/responses • Care & respect for others • Seeking support | <p>Myself & My Relationships Family and Friends (FF 3/4)</p> <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP | <ul style="list-style-type: none"> • Developing friendships • On and offline friendships • Emotions in relationships • Trustworthiness • Special people and networks • Compromise • Empathy • Conflict resolution • Personal boundaries • Networks of support |
| <p>Citizenship Working Together (WT 3/4)</p> <ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? RR • How do I ask open questions? RR • How can I share my views and opinions effectively? RR • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? CF • How can I work well in a group? CF • What is useful evaluation? • How do I give constructive feedback and receive it from others? RR | <ul style="list-style-type: none"> • Recognising and valuing strengths • Developing skills • Steps towards goals • Effective communication • Questioning skills • Problem solving and perseverance • Decision making • Communication and group work skills • Evaluating • Feedback | <p>Myself & My Relationships Anti-bullying (AB 3/4)</p> <ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR | <ul style="list-style-type: none"> • Falling out • Prejudiced-based bullying • Respect • Direct and indirect bullying • Cyberbullying • Bystanders and followers • Being supportive • Getting help |
| <p>Citizenship Diversity and Communities (DC 3/4)</p> <ul style="list-style-type: none"> • What have we got in common and how are we different? RR • How might others' expectations of girls and boys affect people's feelings and choices? RR • How are our families the same and how are they different? FP • Do people who live in my locality have different traditions, cultures and beliefs? RR • How does valuing diversity benefit everyone? RR • Why are stereotypes unfair and how can I challenge them? RR • How do people in my locality benefit from being part of different groups? MW • What are the roles of people who support others with different needs in my community? MW • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? | <ul style="list-style-type: none"> • Similarities and differences • People in the community • People with different backgrounds • Stereotypes • Roles in the community • Local environment • Animal welfare • Role of the media | <p>Economic Wellbeing Financial Capability (FC 3/4)</p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? | <ul style="list-style-type: none"> • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices • Charities • Emotions |
| <p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4)</p> <ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? | <ul style="list-style-type: none"> • Emotions in risky situations • Dealing with pressure in risky situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Beach safety • Safety near waterways • Safety during activities and visits • Preventing accidents in familiar settings | <p>Healthy & Safer Lifestyles Drug Education (DE 3/4)</p> <ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are immunisations and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF | <ul style="list-style-type: none"> • Medicines and legal drugs • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends and media • Immunisations |
| <p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR • How does my own and others' online identity affect my decisions about communicating online? OR • How might people with similar likes & interests get together online? OR • Can I explain the difference between "liking" and "trusting" someone online? OR • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR • When looking at online content, what is the difference between opinions, beliefs and facts? OR • Why is it important to ration the time we spend using technology and/or online? ISH • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH | <ul style="list-style-type: none"> • Benefits of technology • Being healthier & safer • Online identity • Online contact • Liking & trusting • Mental wellbeing • Reliability of online content • Age restrictions • Asking for help | <p>Healthy & Safer Lifestyles Personal Safety (PS 3/4)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do trusted adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS | <ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting unkind behaviour • Bodily autonomy • Personal boundaries • Safe, unsafe and unwanted touch • Safe and unsafe secrets • Online safety |
| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP | <ul style="list-style-type: none"> • Male and female bodies • Talking about bodies • Valuing the body's uniqueness & capabilities • Responsibilities for hygiene • Preventing spread of illnesses | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP | <ul style="list-style-type: none"> • Stages of human life cycle • Seed+egg • Being grown up • My responsibilities • Families' responsibilities • Caring families |
| <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 3/4)</p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don't have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced? | <ul style="list-style-type: none"> • Eatwell Guide • Basic food hygiene & preparation • Active Lifestyles • Mental wellbeing • Sleep • Influences on lifestyle choices • Dental care • Leisure activities | <p>Myself & My Relationships Managing Change (MC 3/4)</p> <ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? | <ul style="list-style-type: none"> • Range of experiences of change • Positive changes • Emotions involved in loss and change • Taking responsibility for choices • Confidence in new situations • People I see, people I don't see • Bereavement |

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| <p>Myself & My Relationships Beginning and Belonging (BB 5/6)</p> <ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS | <ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Networks of support • Online sources of support | <p>Citizenship Rights, Rules & Responsibilities (RR 5/6)</p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others and how can I show respect? IS/RR • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? RR | <ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local & national democracy • Participation in class & school • School and class councils • Social and moral issues |
| <p>Myself & My Relationships My Emotions (ME 5/6)</p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW | <ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support | <p>Myself & My Relationships Family and Friends (FF 5/6)</p> <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR | <ul style="list-style-type: none"> • Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities |
| <p>Citizenship Working Together (WT 5/6)</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR | <ul style="list-style-type: none"> • Self perception and self evaluation • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation | <p>Myself & My Relationships Anti-bullying (AB 5/6)</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become bullies or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR | <ul style="list-style-type: none"> • Friendship difficulties • Defining bullying • Bullying relating to race/religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support |
| <p>Citizenship Diversity and Communities (DC 5/6)</p> <ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people's different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? | <ul style="list-style-type: none"> • Influences on my identity • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability | <p>Economic Wellbeing Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? | <ul style="list-style-type: none"> • Earnings & deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities |
| <p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? | <ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents | <p>Healthy & Safer Lifestyles Drug Education (DE 5/6)</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT | <ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations |
| <p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR • What are the principles for my contact and conduct online, including when I am anonymous? OR • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR • How might the media shape my ideas about various issues and how can I challenge or reject these? OR • Can I explain some ways in which information and data is shared and used online? OR • How can online content impact on me positively or negatively? OR • What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS • What are some ways of reporting concerns and why is it important to persist in asking? IS • Can I identify, flag and report inappropriate content? IS | <ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting | <p>Healthy & Safer Lifestyles Personal Safety (PS 5/6)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS | <ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • In my fun, fun for everyone? • Early warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk |
| <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP | <ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria | <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP | <ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families |
| <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6)</p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS | <ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions | <p>Myself & My Relationships Managing Change (MC 5/6)</p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW | <ul style="list-style-type: none"> • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition |