

PSHE



Holywell C of E Primary School

Flowing, Strengthening, Deepening

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, and Deepening*, to guide our PSHE intent:

- **Flowing** – Developing a secure understanding of our local community and how to lead a healthy and socially responsible lifestyle within it.
- **Strengthening** – To begin to engage with some of the key social, moral and cultural issues of our wider society.
- **Deepening** – To draw on purposeful cross-curricular links with subjects such as RE, History and Science in to build a more comprehensive picture of how modern British society has developed and how our children can contribute to it as confident, healthy and informed citizens.

Indeed, at its heart PSHE is all about developing our children into active, healthy and responsible citizens with a strong moral centre and a secure understanding and appreciation of British society and its rich diversity. At Holywell, we are keenly aware that our school community is a comparatively homogenous one, and the aim of our PSHE curriculum, is to ensure our children are well prepared to engage in our richly diverse national community, which may not be reflected in our immediate surroundings. Alongside learning how to lead healthy, happy and responsible lifestyles. In this endeavour, PSHE forms an important, but by no means the only, way of achieving this. Our wider curriculum has been designed to support our PSHE intent, by ensuring that children have the chance to reinforce ideas about healthy eating and active lifestyles in PE, DT and science; to reinforce the importance of online safety in computing and to better understand our local and national communities and their beliefs and histories through RE, history, geography and English.

IMPLEMENTATION

1. The Long-Term Plan

Our PSHE curriculum is based on the Cambridgeshire PSHE Service's scheme of work and is organised around four key strands: 'Myself and My Relationships', 'Healthy and Safer Lifestyles' incorporating Sex and Relationships Education, 'Economic Wellbeing' and 'Citizenship'. Within each of these four stands, there are a number of sub strands:

Strand	Sub-strands
Myself and My Relationships (MMR)	Beginning and Belonging (BB)
	My Emotions (ME)
	Friends and Family (FF)
	Anti-Bullying (AB)
	Managing Change (MC)
Healthy and Safer Lifestyles (HSL)	Managing Safety and Risk (MSR)
	Relationship and Sex Education (RSE)
	Digital Lifestyles (DL)
	Healthy Lifestyles (HL)
	Drug Education (DE)
Citizenship (CIT)	Personal Safety (PS)
	Working Together
	Diversity and Communities
Economic Wellbeing (EW)	Rights, Rules and Responsibilities
	Financial Capability

Our units are taught in a deliberate order to ensure that certain units are taught at relevant times throughout the school year. For example, the 'Beginning and Belonging' and 'Rights, Rules and Responsibilities' are taught at the start of the Autumn Term as they help get the academic year off to a positive start. Additionally, the 'Managing Change' units are taught at the end of the year to facilitate a smooth transition to the next key stage or new school. Additionally, our RSE units are taught at the start of the Summer Term. This ensures that the children have been given enough time to develop the open relationship with their class teachers that is required to facilitate discussion on sensitive subject matters, whilst still allowing enough time left within the school year to follow up anything if required. Our long-term plan detailing the teaching sequence of our units is below:

Long Term Map

	Autumn			Spring		Summer		
EYFS	MMR Beginning and Belonging (BB F)	MMR Family and Friends (FF F)	CIT Identities and Diversity (ID F)	MMR My Emotions (ME F)	CIT Me and My World (MW F)	HSL My Body and Growing Up (BG F)	HSL Keeping Safe (KS F)	HSL Healthy Lifestyles (HL F)
Y1	MMR Beginning & Belonging (BB 1/2)	MMR My Emotions (ME 1/2)	CIT Working Together (WT 1/2)	CIT Diversity & Communities (DC 1/2)	HSL Managing Safety and Risk (MSR 1/2)	HSL Relationship and Sex Education (RS 1)	HSL Digital Lifestyles (TG DL)	HSL Healthy Lifestyles (HL 1/2)
Y2	CIT Rights, Rules & Responsibilities (RR 1/2)	MMR Friends & Family (FF 1/2)	MMR Anti Bullying (AB 1/2)	EW Financial Capability (FC 1/2)	HSL Drug Education (DE 1/2)	HSL Relationship and Sex Education 2 (RS 2)	HSL Personal Safety (PS 1/2)	MMR Managing Change (MC 1/2)
Y3	MMR Beginning and Belonging (BB 3/4)	MMR My Emotions (ME 3/4)	CIT Working Together (WT 3/4)	CIT Diversity and Communities (DC 3/4)	HSL Managing Safety and Risk (MSR 3/4)	HSL Relationship and Sex Education 3 (RS 3)	HSL Digital Lifestyles (TG DL)	HSL Healthy Lifestyles (HL 3/4)
Y4	CIT Rights, Rules & Responsibilities (RR 3/4)	MMR Friends & Family (FF 3/4)	MMR Anti Bullying (AB 3/4)	EW Financial Capability (FC 3/4)	HSL Drug Education (DE 3/4)	HSL Relationship and Sex Education 34 (RS 4)	HSL Personal Safety (PS 3/4)	MMR Managing Change (MC 3/4)
Y5	MMR Beginning and Belonging (BB 5/6)	MMR My Emotions (ME 5/6)	CIT Working Together (WT 5/6)	CIT Diversity and Communities (DC 5/6)	HSL Managing Safety and Risk (MSR 5/6)	HSL Relationship and Sex Education 5 (RS 5)	HSL Digital Lifestyles (TG DL)	HSL Healthy Lifestyles (HL 5/6)
Y6	CIT Rights, Rules & Responsibilities (RR 5/6)	MMR Friends & Family (FF 5/6)	MMR Anti Bullying (AB 5/6)	EW Financial Capability (FC 5/6)	HSL Drug Education (DE 5/6)	HSL Relationship and Sex Education 6 (RS 6)	HSL Personal Safety (PS 5/6)	MMR Managing Change (MC 5/6)

2. The Key Concepts in PSHE

P1: Myself & My Relationships

The key concepts of the 'Myself and My Relationships' strand are:

- **Identity:** this involves identifying the things that make us who we are and respecting the key aspects of other people's identify whilst learning to recognise and avoid stereotypes.
- **Relationships:** learning how to form effective and fulfilling relationships with other people.
- **Trust:** learning who we can trust on a personal level (friends and family) as well as generally (police officers, teachers etc ...), and identifying the trustworthy people in our personal networks as well as how to stay safe.

P2: Citizenship

They key concepts of the 'Citizenship' strand are:

- **Community:** Identifying and appreciating the communities we belong to and the different communities that exist within our local area and that form the fabric of our national life.
- **Cooperation:** Learning to work together effectively with a wide range of people.
- **Rights and Responsibility:** Learning what our rights and responsibilities are both on a personal level in different contexts, for example at home and at school, as well as the rights and responsibilities of inherent in being a citizen of the United Kingdom.

P3: Economic Wellbeing

The key concepts of the 'Economic Wellbeing' strand are:

- **Income** – identifying different ways of earning money, explaining the different between legal and non-legal forms of income.
- **Expenditure** – identifying typical outgoings, identifying them as essential and non-essential.
- **Balance** – Understanding that income and expenditure need to be balanced, otherwise we can end up in debt. Identifying the difference between manageable and unmanageable debt.

P4: Healthy & Safer Lifestyles

- **Nutrition** – the key principles of healthy eating and a balanced diet. Identifying the risks associated with an unbalanced diet.
- **Harmful Substances** – identifying the difference between legal and illegal drugs as well as the harms associated with different substances including alcohol and tobacco.
- **Exercise** – the benefits of regular exercise and a healthy lifestyle, as well as its impact on mental health.
- **Mental Health** – recognising what mental health is, how we can look after it, and the different ways it can be affected.

3. Timetabling

At Holywell, PSHE is taught on a weekly basis for an hour each week. This ensures sufficient time is dedicated to the subject to ensure appropriate coverage whilst also ensuring that other issues that can and do arise on an ad hoc basis throughout the school year can be explored and dealt with in PSHE lessons.

4. Cultural Capital in PSHE

The term capital is synonymous with 'wealth' and at Holywell we view cultural capital as the **wealth** of cultural knowledge and experiences that our children gain and experience during their time here. We can think about cultural capital in terms of the knowledge gained, behaviours learned and skills mastered that enable our children to be successful in later life. The teaching of PSHE contributes to our children's cultural wealth by giving them the opportunity to learn about and explore the different communities that make up our local area and country, and celebrate the rich diversity which we are surrounded by. It also introduces children to key concepts often articulated as British Values which our national life and debate is predicated on: democracy, the rule of law, respect and tolerance and individual liberty as well as how these are put into practice through, for example, and elections. Alongside, this it teaches children the importance of managing their emotions, how to communicate clearly and respect differences, including differences of opinion, all integral skills that our children will need to succeed in later life.

5. Diversity and Inclusion in PSHE

At Holywell, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability. We believe that pupils, parents and carers, employees and all within our school community should have a safe and secure environment; free from discrimination, harassment and victimisation. We want Holywell to be a place where diversity is celebrated and where individuals feel valued and respected for who they are.

At present, our community has little cultural diversity and this is true of the immediate surrounding village. Within the Citizenship strand of the PSHE curriculum as well as cross-curricular links to British Values, we aim to ensure our children will display positive attitudes towards the promotion of cultural equality.

6. Unit Overviews

EYFS - Early Learning Goals

Prime Area:

Personal, Social and 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

Autumn

Myself and My Relationships – Beginning and Belonging	
LOs and Key Concepts	
1	How am I special and what is special about other people in my class?
2	What have I learnt to do and what would I like to learn next? SR
3	How can I play and work well with others? SR
4	How can I show I am listening to an adult? SR
5	What can help me to follow instructions? SR
Key Outcomes	
The children will explore how they are all uniquely special, which will include discussing their likes and dislikes. They will examine, and learn to value and respect, similarities and differences between themselves and their peers and will engage in activities which will develop their interpersonal skills and ability to form and maintain relationships with others within their class. They will learn how to show that they are listening to adults, and how to follow instructions.	
Vocabulary	
Friend, learn, play, listen, instructions, like, share, take turns, respect	

Myself and My Relationships – Family and Friends	
LOs and Key Concepts	
1	Who are my special people and why are they special to me? BR
2	Who is in my family and how do we care for each other? BR
3	What is a friend and how can I be a good one? BR
4	How can I respect my own needs and the needs of others? BR
5	How can I make up with friends when I have fallen out with them? BR
Key Outcomes	
The children will learn to identify special people in their lives and will explore why they are so important. They will learn about different family groupings and learn about friendship and what it means to be a good friend. They will explore a range of communication and social skills and learn to recognise common forms of unkindness. They will develop their ability to value and empathise with others by examining hurtful behaviour and its effects on others. This unit provides the first steps in learning about bullying and recognising bullying as a form of unkind behaviour.	
Vocabulary	
Special, family, cross, angry, kind, unkind, feelings, friend, help,	

Citizenship – Identities and Diversity	
LOs and Key Concepts	
1	Who are the people in my class and how are we similar to and different from each other? PCC
2	What are some of the similarities and differences in the way people live their lives? PCC
3	What is life like in other countries? PCC
4	How can we value different types of people including what they believe in and how they live their lives?
5	How do we celebrate what we believe in and how is this different for different people? PCC
Key Outcomes	
The children will begin to understand how they mix with others and belong to different groups e.g. their family, class, school, clubs; neighbourhood. They will explore what is special about different families' lifestyles including how a family's cultural background, their traditions or beliefs can form an important part of their life, and ways in which this is celebrated. They will consider how what they do and say can affect the needs and feelings of other people and how they and everyone else have the right to be valued and treated fairly and equally whatever their cultural background or choice of lifestyle.	
Vocabulary	
Same, different, same, different, country, believe, think, celebrate,	

Spring

Myself and My Relationships – My Emotions	
LOs and Key Concepts	
1	Can I recognise and talk about my feelings? SR
2	Can I recognise emotions in other people and say how they might be feeling? SR
3	Do I know what might cause different emotions in myself and other people? SR <ul style="list-style-type: none"> How might I and others feel when things change? SR
4	What are some simple ways to help myself feel better? SR <ul style="list-style-type: none"> How can I help other people feel better? SR
5	What could I do when things are difficult for me? MS
Key Outcomes	
The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will begin to develop an understanding of how our feelings affect the way we behave. The children will explore simple ways of making themselves feel better when they experience an uncomfortable feeling which will include identifying trusted people within their Safety Circle.	
Vocabulary	
Feelings, cross, sad, happy, tired, change, trust, safe,	

Citizenship – Me and My World	
LOs and Key Concepts	
1	Who are the people who help to look after me and my school? PP
2	How can I help to look after my school? <ul style="list-style-type: none"> How can I help to care for my things at home?
3	Where do I live and what are the different places and features in my neighbourhood? PCC
4	Who are the people who live and work in my neighbourhood, including people who help me? PP
5	How can we look after the local neighbourhood and keep it special for everybody?
Key Outcomes	
The children will develop their understanding of what it means to belong to a community by exploring the roles of people who work in the school and who help to look after them. The children will develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhoods. The children will have the opportunity to become aware of and interested in the natural world and will develop responsible and caring attitudes towards animals and plants.	
Vocabulary	
Friend, family, teachers, grown-ups, village, town, road, countryside, woods, litter, seasons, plants, animals	

Summer

Healthy & Safer Lifestyles – My Body and Growing Up	
LOs and Key Concepts	
1	What does my body look like? <ul style="list-style-type: none"> How has my body changed as it has grown?
2	What differences and similarities are there between our bodies?
3	How can I look after my body and keep it clean? MS
4	How am I learning to take care of myself and what do I still need help with? MS
5	Who are the members of my family and trusted people who look after me?
Key Outcomes	
This unit is designed to support children in learning how to value and appreciate their own and other people's bodies. Children will learn to recognise and name external parts of the body using scientific names. The children will look at personal hygiene and continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene and cleanliness for preventing the spread of disease.	
Vocabulary	
Body, clean, healthy, safe, hygiene, germs, illness, trust, safe, medicine, doctor,	

Healthy & Safety Lifestyles - Keeping Safe	
LOs and Key Concepts	
1	What are the clues my body gives me if I am feeling unsafe? MS
2	Can I say 'No!' if I feel unsafe or unsure about something? MS <ul style="list-style-type: none"> Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
3	Who are the people who help to keep me safe? PP
4	What goes on to and into my body and who puts it there? MS
5	Why do people use medicines? MS <ul style="list-style-type: none"> What are the safety rules relating to medicines and who helps me with these? MS
Key Outcomes	
In this unit children will explore what feeling safe means. They will have the opportunity to make a Network of Support where they will identify the people who can help them, including people in different contexts in their lives. They will develop skills to enable them to ask for help and support. They will learn that their body belongs to them and cover safe and unsafe secrets. As part of their Drug Education, the children will learn about the potential dangers of both known and unknown substances. They will investigate what goes into and on to their bodies, who puts it there and how they feel about this.	
Vocabulary	
Scared, cross, angry, unsafe, safe, worried, upset, medicine, secret	

Healthy & Safer Lifestyles - Healthy Lifestyles	
LOs and Key Concepts	
1	What things can I do when I feel good and healthy? <ul style="list-style-type: none"> What can't I do when I am feeling ill or not so healthy?
2	What can I do to help keep my body healthy? MS
3	Why are food and drink are good for us? MS
4	How can I make healthier choices about food? MS
5	What is exercise is and why is it good for us? <ul style="list-style-type: none"> Why are rest and sleep good for us?
Key Outcomes	
This unit places particular importance on the understanding of what our bodies need to be healthy and what activities children need to do to maintain a healthy body. It is designed to help children understand the healthy choices available to them and equip them with the skills to make their own decisions to keep themselves healthy and follow a healthy lifestyle. The children will explore, through a variety of activities, how, in order to keep healthy, they will need a balanced diet, rest, sleep and regular exercise.	
Vocabulary	
Healthy, rest, exercise, diet,	

KS1

Relationships Education: • **FP** Families & People who care for me • **CF** Caring Friendships • **RR** Respectful Relationships • **OR** Online Relationships • **BS** Being Safe

Health Education: • **MW** Mental Wellbeing • **IS** Internet Safety & Harms • **PHF** Physical Health & Fitness • **HE** Healthy Eating • **DAT** Drugs, Alcohol & Tobacco • **HP** Health & Prevention • **BFA** Basic First Aid • **CAB** Changing Adolescent Body

Year 1

Autumn

Myself and My Relationships – Beginning and Belonging	
LOs and Key Concepts	
1	Do I understand simple ways to help my school feel like a safe, happy place? RR
2	How can I get to know the people in my class? CF
3	How do I feel when I am doing something new? MW • How can I help someone feel welcome in class? MW
4	What helps me manage in new situations? MW
5	Who can help me at home and at school? BS
Key Outcomes	
The unit is delivered at the start of the school year in order to set out classroom ground rules, build relationships with peers and understand how to create a positive working environment. Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Network of Support', identifying trusted adults at home and at school whom they can ask for help and support.	
Vocabulary	
Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype	

Myself and My Relationships – My Emotions	
LOs and Key Concepts	
1	What am I good at and what is special about me and how can I stand up for myself? RR
2	Can I name some different feelings and can I describe situations in which I might feel happy, sad, cross etc? MW
3	How do my feelings and actions affect others and how do I manage some of my emotions and associated behaviours? MW
4	What are the different ways people might relax and what helps me to feel relaxed? MW
5	Who do I share my feelings with? MW
Key Outcomes	
This unit will help develop children's understanding of their own emotions and those of others. They will identify a basic range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including impulsive and considered behaviours. To develop positive self esteem, they will identify what is special about themselves, including their skills as well as their character. They will consider ways to deal with different emotions, including being assertive, and using strategies to calm down and relax. They will revisit their personal networks, identifying those they can talk to about their feelings.	
Vocabulary	
Qualities, relax, emotions, feelings	

Citizenship – Working Together	
LOs and Key Concepts	
1	What am I and other people good at?
2	What new skills would I like to develop?
3	How can I listen well and take turns? RR
4	How can I work well in a group? RR
5	How can I negotiate to sort out disagreements? CF
Key Outcomes	
This unit helps children to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths and talents and understand how these, along with others' skills and strengths can contribute to the success of a group task. Through discussion and practice, children will develop their communication and group work skills, such as listening, turn taking, negotiation and cooperation. They will then have the opportunity to carry out one or more group tasks, applying the skills they have learnt. After each task, they will be given tools to evaluate how their group worked together at the process of completing the task as well as the final results.	
Vocabulary	
fair, responsibility, rule, similar unique vote	

Spring

Citizenship – Diversity and Communities	
LOs and Key Concepts	
1	What makes me 'me', and what makes you 'you'.
2	Do all boys and girls like the same things?
3	What is my family like, and how are other families different?
4	What different groups do we belong to?
5	What does my 'community' mean and how does it feel to be part of it?
Key Outcomes	
This unit aims to develop the children's sense of personal identity and self-worth and teaches them to consider and respect the needs and views of others. They will explore the makeup of their community, the needs of different people within it and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and their ability to contribute to improving the environment.	
Vocabulary	
Care, democracy, similar, unique, vote	

Healthy and Safer Lifestyles – Managing Safety & Risk	
LOs and Key Concepts	
1	What do we mean by 'risk', what is a risky situation and how might they make me feel?
2	What is an emergency and who can help me in one?
3	What is my name, address and phone number and when might I need to give it out?
4	What can I do about the risk of being in the sun, near the road or near water?
5	How can I help to stop simple accidents from happening and how can I help if there is an accident?
Key Outcomes	
During this unit, children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance. In addition to this, children will be introduced to the idea that there might be times when they need to turn to an adult they do not know for help. They will practise giving personal information and consider times when they might need to do this. They will consider a range of situations in which they might need help and will learn how to ask for help in an emergency.	
Vocabulary	
Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role trust	

Summer

Healthy & Safer Lifestyles (Relationship & Sex Education 1)	
LOs and Key Concepts	
1	What are the names of the main body parts? BS
2	What can my amazing body do?
3	When am I in charge of my actions and my body? BS
4	How can I keep my body clean? HP
5	How can I avoid spreading common illnesses? HP
Key Outcomes	
Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.	
Vocabulary	

Healthy & Safer Lifestyles (Digital Lifestyles)	
LOs and Key Concepts	
1	What are some examples of ways in which I use technology and the internet and what are the benefits?
2	What are some examples of online content or contact which might mean I feel unsafe, worried or upset?
3	What sort of information might I choose to put online and what do I need to consider before I do so?
4	What sort of rules can help us keep safer and healthier when using technology?
5	Who can help me if I have questions or concerns about what I experience online or about others online behaviour?
Key Outcomes	
Vocabulary	

Healthy & Safer Lifestyles (Healthy Lifestyles)	
LOs and Key Concepts	
1	How can I stay as healthy as possible? HP
2	What does it feel like to be health? MW
3	What does healthy eating mean and why is it important? HE
4	Why is it important to be active and what are the opportunities for physical activity? PHF
5	What can help us eat healthy? HE
Key Outcomes	
This unit looks at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. It also touches on other areas such as sleep, dental hygiene and hand washing. Children will learn about the Eatwell guide and develop their understanding of why it is important to eat a range of foods. When they are given the opportunity to make choices, children are encouraged to make healthy choices which will benefit their health, growth and energy levels.	
Vocabulary	

Year 2

Autumn

Citizenship – Rights, Rules and Responsibilities	
LOs and Key Concepts	
1	How do rules help me feel happy and safe? RR
2	How do I take part in making rules?
3	Who looks after me and what are their responsibilities?
4	What jobs and responsibilities do I have in school and at home?
5	Can I listen to other people, share my views and take turns? RR
Key Outcomes	
In this unit, children will have the opportunity to identify their own responsibilities in familiar settings. They will discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will either create or reflect on existing classroom or school rules and begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other.	
Vocabulary	

Myself and My Relationships – Friends and Family	
LOs and Key Concepts	
1	Can I describe what a good friend is and does and how it feels to be friends? CF
2	Why is telling the truth important? CF
3	What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF
4	What is my personal space and how do I talk to people about it? BS
5	Who are my special people, why are they special and how do they support me? CF
Key Outcomes	
In this unit, children will learn about and be able to describe some ways friends might act or behave, recognising the diversity in friendships and that friendship patterns change. They will consider the importance of telling the truth in order to build their friendships on firm foundations. They will address strategies for coping with difficult situations in friendships. They will begin to learn about their rights to personal space and to explore their own boundaries, starting to understand about giving and getting consent in friendships. They will revisit their Network of Support, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset.	
Vocabulary	

Myself and My Relationships – Anti-Bullying	
LOs and Key Concepts	
1	Why might people fall out with their friends? CF
2	Can I describe what bullying is and do I understand some of the reasons people bully others? RR
3	How might people feel if they are being bullied? MW
4	Who can I talk to if I have worries about friendship difficulties or bullying and how can I be assertive? RR
5	Do I know what to do if I think someone is being bullied and what does my school do to stop bullying? RR
Key Outcomes	
This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens and consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also examine the long term impact that bullying often has on people's mental wellbeing and explore how the behaviour and response of bystanders. This unit will also provide an opportunity for children to consider where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.	
Vocabulary	

Spring

Economic Wellbeing – Financial Capability	
LOs and Key Concepts	
1	Where does money come from, and where does it go when we 'use' it.
2	How might I get money and what can I do with it?
3	How do we pay for things?
4	What does it mean to have more or less money than you need?
5	How do my affect me, my family and others?
Key Outcomes	
This unit will help children understand what money is, where it might come from and that it is a finite resource. They will explore the difference between needs and wants and the choices spending money might involve. They will learn how we might plan and save money for later use. In the course of their work they will use simple records and explore different ways of paying, including a range of cards and situations. They will begin to understand that we can have a range of changing feelings about money, which we need to manage. They will explore what a charity is	
Vocabulary	

Healthy and Safer Lifestyles – Drug Education	
LOs and Key Concepts	
1	Which substances might enter our bodies, how do they get there and what do they do?
2	What are medicines and why and when do some people use them?
3	When and why do people have an injection from a doctor or a nurse?
4	Who is in charge of what medicines I take?
5	How can I keep safe with medicines and substances at home and at school?
Key Outcomes	
The focus of this unit is safety around medicines and household substances. It focuses on the positive uses of medicines and important roles that carers and health professionals have in helping us to use medicines safely. It considers alternatives to medicine use and touches on emotional as well as physical well-being. This unit also aims to broaden children's understanding of risky situations, so that they are better able to keep themselves, and possibly others, safe.	
Vocabulary	

Summer

Healthy and Safer Lifestyles (Relationship & Sex Education2)	
LOs and Key Concepts	
1	How do babies change and grow?
2	How have I changed since I was a baby?
3	What do babies and children need from their families? FP
4	Which stable, caring relationships are at the hearth of families I know? FP
5	What are my responsibilities now I am growing up? CAB
Key Outcomes	
Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.	
Vocabulary	

Healthy and Safer Lifestyles (Personal Safety)	
LOs and Key Concepts	
1	Who could I talk with if I have a worry to need to ask for help? BS
2	What could I do if a friend or someone in my family isn't kind to me?
3	Can I identify private body parts and say 'no' to unwanted touch?
4	What could I do if I feel worried about a secret?
5	What could I do if something worries or upsets me online?
Key Outcomes	
The unit of work builds on a Protective Behaviours approach. As such it is underpinned by two key principles: we all have the right to feel safe all the time; and we can talk with someone about anything, even if it feels awful or small. Through the series of lessons, children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are the trusted adults that they could talk with about anything, big or small, good or bad. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999.	
Vocabulary	

Myself and My Relationships (Managing Change)	
LOs and Key Concepts	
1	How are my achievements, skills and responsibilities changing and what else might change?
2	How do friendships change?
3	What helps me to feel calmer when I am experiencing strong emotions linked to change?
4	How might people feel when they lose a special possession?
5	When can I make choices about changes?
Key Outcomes	
In this unit, children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skill and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them, and those which just happen, and consider possible reasons for these changes. Throughout the unit, children will be developing strategies for coping with change, as well as being reminded about the importance of family and friends in helping us at these times, as well as having some of our own calming and relaxing strategies	
Vocabulary	

Lower KS2

Relationships Education:

- **FP** Families & People who care for me
- **CF** Caring Friendships
- **RR** Respectful Relationships
- **OR** Online Relationships
- **BS** Being Safe

Health Education:

- **MW** Mental Wellbeing
- **IS** Internet Safety & Harms
- **PHF** Physical Health & Fitness
- **HE** Healthy Eating
- **DAT** Drugs, Alcohol & Tobacco
- **HP** Health & Prevention
- **BFA** Basic First Aid
- **CAB** Changing Adolescent Body

Year 3

Autumn

Myself and My Relationships – Beginning and Belonging	
LOs and Key Concepts	
1	What is my role in helping my school be a place where we can learn happily and safely? RR
2	How can we build relationships in our class and how does this benefit me? CF
3	What does it feel like to be new or to start something new? MW
4	How can I help children and adults feel welcome in school? RR
5	Who are the different people in my network who I can ask for help? BS
Key Outcomes	
In this unit, children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will also experience activities designed to build positive relationships in the class. They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school. They will identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to access help and support and to help others.	
Vocabulary	

Myself and My Relationships – My Emotions	
LOs and Key Concepts	
1	How am I unique, and why is it important to accept and be proud of who we are?
2	Why is mental wellbeing as important as physical wellbeing?
3	What does it mean to 'overreact' and how can I communicate my emotions well?
4	How do my actions and feelings affect the way I and other's feel?
5	Who can I talk to about the way I feel, and how can I care for other people's feelings?
Key Outcomes	
This unit will help develop children's understanding and recognition of their own emotions and those of others, including how we might express those feelings. The children will identify an increasing range of emotions, developing a language to describe them, and learn how they might manage very strong emotions such as feeling overwhelmed. They will explore assertiveness, and using strategies to calm and relax themselves or help themselves feel better. They will revisit their networks of special people, identifying those they can talk to about their feelings and considering when and how they might do this.	
Vocabulary	

Citizenship – Working Together	
LOs and Key Concepts	
1	What am I and others good at and what new skills would I like or need to develop?
2	How well can I listen to other people how do I ask open questions? RR
3	How can I share my views and opinions effectively? RR
4	How can I persevere and overcome obstacles to my learning? CF
5	How can I work well in a group and what is useful evaluation? CF
Key Outcomes	
In this unit children will be introduced to the idea that they will continue to learn throughout their lives. They will choose a skill individually and as a class which they would like to work on and decide how they would like to develop that skill and if there are people they may need to involve. They will learn to reflect on the process of learning a new skill and think about areas for improvement. Children will learn to persevere at a task both independently and as a group, developing resilience when faced with a range of problems. They will evaluate their own and others' work and give and receive feedback sensitively.	
Vocabulary	

Spring

Citizenship – Diversity and Community	
LOs and Key Concepts	
1	What might we have in common and how are we different.
2	How might other peoples’ expectations of how a boy and girl should behave or what they should like affect my feelings and choices?
3	Do people who live in my local area have different traditions, cultures and beliefs
4	How does valuing diversity benefit everyone?
5	What is a stereotype, why are they unfair and how can I challenge them?
Key Outcomes	
Children will explore what makes up their identity and begin to understand aspects of other people’s identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. They will understand about stereotyping and the importance of challenging it. There will be the opportunity to explore different groups and communities they belong to, and the roles of different people in the community. They will learn about their local environment and how they can help to care for it.	
Vocabulary	

Healthy and Safer Lifestyles – Managing Safety and Risk	
LOs and Key Concepts	
1	How do I feel in risky situations and how might my body respond?
2	When might I meet adults I don’t know, and how can I respond safely?
3	What actions might I take in an emergency, and how can I call the emergency services?
4	How is fire risky and how can I reduce the risks?
5	How can I reduce the risks of being near roads and water including the sea and rivers?
Key Outcomes	
During the unit the children will consider their reactions to both positive and negative risky situations and how to manage these. They will explore the role of friends as encouragers, persuaders and influencers in risky situations. They will learn more about the benefits and risks of using the roads and visiting water. They will consider safety skills for both situations. Children will consider the dangers of fire and will make a home safety plan. They begin to consider ways to reduce risks when joining in with activities and how to carry out some basic first aid skills.	
Vocabulary	

Summer

Healthy & Safer Lifestyles (RS3)	
LOs and Key Concepts	
1	How are male and female bodies different and what are the different parts called? BS
2	When do we talk about our bodies, how they change, and who do we talk to? BS
3	Why is it important to keep myself clean? HP
4	What can I do for myself to stay clean and how will this change in the future? HP
5	How do different illnesses and diseases spread and what can I do to prevent this? HP
Key Outcomes	
In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are ‘body knowledge’, ‘body functions’, ‘body awareness/ image’, ‘personal hygiene’ and ‘prevention of illness and disease’.	
Vocabulary	

Healthy & Safer Lifestyles (HL)	
LOs and Key Concepts	
1	What does healthy eating and a balanced diet mean? HE
2	What is an active lifestyle and how does it help me to be healthier? PHF
3	What is mental wellbeing and how is it affected by my physical health? MW
4	How much sleep do I need & what happens if I don’t have enough? HP
5	How can I look after my teeth and why is it important? HP
Key Outcomes	
This unit looks at a range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. Children will learn about the physical and mental benefits of regular exercise and will consider the relationship between physical activity and nutrition. They will develop an awareness of factors which influence people’s food choices and think about the benefits to our health of different kinds of food. Children are made aware of their own capacity to make healthy choices and encouraged to reflect on and take responsibility for their own lifestyles.	
Vocabulary	

Healthy & Safety Lifestyles (DL)	
LOs and Key Concepts	
1	How might my use of technology change as I get older and how can I make healthier and safer decisions?
2	Can I explain the difference between “liking” and “trusting” someone online?
3	What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?
4	When looking at online content, what is the difference between opinions, beliefs and facts?
5	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
Key Outcomes	
Vocabulary	

Year 4

Autumn

Citizenship – Rights, Rules and Responsibilities	
LOs and Key Concepts	
1	What does it mean to be treated and to treat others with respect? RR
2	Who are those in positions of authority within our school and communities and how can we show respect? RR
3	Why do we need rules and conventions at home and at school? RR
4	What do we mean by rights and responsibilities and what are my responsibilities at home and at school?
5	How do we make democratic decisions in school and what is a representative? (Election)
Key Outcomes	
In this unit, children will be introduced to the idea of rights and responsibilities and why these are important, focussing especially on the UN Convention on the Rights of the Child. They will further develop their understanding of democratic decisions and how these affect their everyday lives and develop their skills in sharing their opinions. They will discuss the role of the school council and consider ways they can be actively involved in school decision making processes.	
Vocabulary	
Respect, rights, responsibilities, democracy, government, elections, candidates, policies, ballot, authority, debate	

Myself and My Relationships – Friends and Family	
LOs and Key Concepts	
1	What is a healthy friendship and what part does trust play?
2	What skills do I need for choosing, making and developing friendships?
3	How can I help to resolve disagreements positively by listening and compromising?
4	Can I empathise with people in a disagreement?
5	How can I check with my friends that their personal boundaries have not been crossed?
Key Outcomes	
This unit looks at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.	
Vocabulary	
Trust, support, honesty, generosity, considerate, compromising, empathy, boundaries	

Myself and My Relationships – Anti-Bullying	
LOs and Key Concepts	
1	How are falling out and bullying different, and what role does power play?
2	How can lack of respect and empathy towards others lead to bullying?
3	What are the key characteristics of different types of bullying?
4	What is a bystander, and how can I support people I know who might be being bullied?
5	How does my school prevent bullying and support people involved?
Key Outcomes	
This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others.	
Vocabulary	
Bully, vulnerable, witness, bystander, upstander, prejudice, empathy, verbal, social, physical, cyber	

Spring

Economic Wellbeing – Financial Capability	
LOs and Key Concepts	
1	What different ways are there to earn and spend money?
2	What are household expenses, and what might my family have to spend money on
3	What do saving, spending and budgeting mean to me?
4	How can I decide what to spend my money on and choose the best way to pay?
5	What is value for money?
Key Outcomes	
This unit will help children understand the importance of money in our lives, where it might come from, and in particular how we can earn it. They will explore the different ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make. They will use simple records and explore different ways of paying, including borrowing and consider what poverty is, what might cause it and the role some charities might play.	
Vocabulary	
Bank balance, mortgage, income, career, debit, credit, household expenses, bills, interest, investment,	

Healthy and Safer Lifestyles – Drug Education	
LOs and Key Concepts	
1	Why do some people need medicine and who prescribes it?
2	What medical and legal drugs do I know about, and what are their effects?
3	Who uses and misuses legal drugs?
4	What are immunisations and have I had any?
5	How should medicines be stored, and what should I do if I find something risky like a syringe?
Key Outcomes	
Children will broaden their knowledge of different drug types, developing their understanding of medicine use and the roles of health professionals and others who handle these drugs at work. They will further develop their understanding of safety rules relating to medicines and extend these to consider ways of keeping safe with a range of items, including syringes. They will reflect upon realistic sources of support and consider how to tell and ask for help. They will focus on two legal recreational drugs – nicotine and alcohol – considering the effects and skills for reducing risk and harm.	
Vocabulary	
Immunisation, prescription, anaesthetic, analgesic, nicotine, OTC (over the counter)	

Summer

Healthy & Safer Lifestyles (RS4)	
LOs and Key Concepts	
1	What are the main stages of the human life cycle? (Science)
2	How did I begin? (Sex Education)
3	What does it mean to be 'grown up'? CAB
4	What am I responsible for now and how will this change? CAB
5	How do different caring, stable, adult relationships create a secure environment for children to grow up? FP
Key Outcomes	
This unit is intended for use with children in Year 3 or 4. Children will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.	
Vocabulary	
Foetus, adolescence, egg, sperm, cell, responsibilities	

Healthy and Safer Lifestyles (PS)	
LOs and Key Concepts	
1	Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
2	What could I do if I feel worried about a friendship or family relationship? BS
3	What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
4	How can I decide if a secret is safe or unsafe? BS
5	How can I keep safe online? BS
Key Outcomes	
The unit of work builds on a Protective Behaviours approach. As such, it is underpinned by two key principles: we all have the right to feel safe all the time; and we can talk with someone about anything, even if it feels awful or small. Through the series of lessons, children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are their trusted adults that they could talk with about anything, good or bad, big or small. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999 and how to contact Childline.	
Vocabulary	
Authority, emotional, nauseas, child line, intimacy circles,	

Myself and My Relationships (MC)	
LOs and Key Concepts	
1	What changes have I and my peers already experienced and what might happen in the future?
2	What helps me when I'm experiencing strong emotions due to loss or change? MW
3	What strategies help me to thrive when my friendships change? MW
4	How might people feel when loved ones or pets die, or they are separated from them for other reasons?
5	What changes might people welcome and how can they plan for these?
Key Outcomes	
In this unit, children will learn about the range of changes that they and other children will experience in their lives. This will include wanted and unwanted change, those changes that are chosen for them, and changes that they choose for themselves. They will explore the emotions that may be involved when we experience loss and/or change, including what might help or hinder when coping with those emotions. They will learn about how someone might feel when a pet or someone special to them dies. They will develop strategies for coping with difficult feelings, including revisiting their Networks of Support, which identify people they trust whom they can talk to. They will begin to develop a plan for managing a change that they have chosen.	
Vocabulary	
Bereavement, separation, temporary, permanent,, relocation	

Upper KS2

Relationships Education:

- **FP** Families & People who care for me • **CF** Caring Friendships • **RR** Respectful Relationships • **OR** Online Relationships • **BS** Being Safe

Health Education:

- **MW** Mental Wellbeing • **IS** Internet Safety & Harms • **PHF** Physical Health & Fitness • **HE** Healthy Eating • **DAT** Drugs, Alcohol & Tobacco • **HP** Health & Prevention • **BFA** Basic First Aid • **CAB** Changing Adolescent Body

Year 5

Autumn

Myself and My Relationships – Beginning and Belonging	
LOs and Key Concepts	
1	What are my responsibilities for helping others in school feel happy and safe?
2	How can I take responsibility for building relationships in my school and how does this benefit us all?
3	How do we help people feel welcomed and valued in and out of school, especially if they are new?
4	What helps me to be resilient in a range of new situations?
5	Are there more ways I can get help now, and how do I seek support?
Key Outcomes	
In this unit, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.	
Vocabulary	

Myself and My Relationships – My Emotions	
LOs and Key Concepts	
1	How can we make mental wellbeing a normal part of daily life, the same as physical wellbeing?
2	What does it mean to have a strong sense of identity and self-respect?
3	How can I judge if my own feelings and behaviours are appropriate and proportionate, and how can I manage strong emotions?
4	How common is mental ill-health and what self-care techniques can I use?
5	How and from whom do I get support when things are difficult?
Key Outcomes	
This unit will help develop children's understanding and recognition of their own emotions and those of others, including how we might express and respond to those feelings. The children will identify an increasing range of feelings, including moods and mixed emotions and build on their understanding of 'mental wellbeing' as being as important as physical wellbeing. Building on previous work, they will consider their own identity and what is meant by 'self-respect'.	
Vocabulary	

Citizenship – Working Together	
LOs and Key Concepts	
1	What are my strengths and skills, and what new ones would I like to develop?
2	What are some of the jobs that different people do?
3	How could my skills and strengths be used in future employment?
4	How can I persevere and help others to do so to?
5	How can I give, receive and act on sensitive and constructive feedback?
Key Outcomes	
Children will begin to think about how the skills they are developing now might be used in later life, for example in the workplace. They will consider their hopes for the future and think about what steps they can take now to begin to build towards these. Children will learn to persevere at a task, developing resilience when faced with a range of problems, as well as how they might encourage others to persevere and evaluate their own and others' work and give and receive positive and constructive feedback sensitively.	
Vocabulary	

Spring

Citizenship – Diversity and Community	
LOs and Key Concepts	
1	How do other people’s perceptions, views and stereotypes influence my sense of identity?
2	How do views of gender affect my identity, friendships and behaviour choices?
3	What are people’s different identities, locally and in the UK?
4	How can I show respect to those with different lifestyles, beliefs and traditions?
5	What are the negative effects of stereotyping?
Key Outcomes	
This unit covers a range of aspects of citizenship, and also includes areas of PSHE. It aims to develop the children’s sense of personal identity and self-worth, as well as teaching them to consider and respect the needs and views of others. The children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make-up of both the local and national community and the benefits of living in a diverse society. The unit also includes a brief look at the role and influence of the media, and some aspects of caring for the environment.	
Vocabulary	

Healthy and Safer Lifestyles – Managing Safety and Risk	
LOs and Key Concepts	
1	When am I responsible for my own safety as I get older and how can I keep others safe?
2	How can I safely get the attention of a known or unknown adult in an emergency?
3	Can I carry out basic first aid in common situations, including head injuries?
4	How can being outside support my wellbeing and how do I keep myself safe in the sun?
5	What are the benefits of using public transport and how can I stay safe near railways?
Key Outcomes	
During this unit, children will consider the breadth of risky situations they encounter on a daily basis and how their skills and behaviour can minimise some of those risks. They will be encouraged to think about the necessity of taking risks, the benefits of risky activities and the social and emotional risks that affect their decisions and consider ways of getting help when getting attention is difficult. They will develop understanding of how they can take more responsibility for keeping themselves safe and reflect on how safety is maintained in the school environment and how they can take more responsibility, at home and at school, to reduce the risk of accidents.	
Vocabulary	

Summer

Healthy & Safer Lifestyles (RS5)	
LOs and Key Concepts	
1	What are male and female sexual parts called and what are their functions? BS
2	How can I talk about bodies confidently and appropriately? BS
3	What happens to different bodies at puberty? CAB
4	What might influence my view of my body?
5	How can I keep my growing and changing body clean and how can I reduce the spread of viruses and bacteria? HP
Key Outcomes	
This unit of work focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs. It examines the changes that happen to people’s bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty..	
Vocabulary	
disease	

Healthy & Safety Lifestyles (DL)	
LOs and Key Concepts	
1	What are the principles for my contact and conduct online, including when I am anonymous?
2	How might the media shape my ideas about various issues and how can I challenge or reject these?
3	Can I explain some ways in which information and data is share and used online?
4	How can online content impact on me positively or negatively?
5	Can I identify, flag and report inappropriate content? IS
Key Outcomes	
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Vocabulary	

Healthy & Safer Lifestyles (HL)	
LOs and Key Concepts	
1	How does physical activity help me & what might be the risks of not engaging in it? MW
2	What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE
3	What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP
4	What might be the signs of physical illness and how might I respond? HP
5	What are the benefits and risks of spending time online/on electronic devices? IS
Key Outcomes	
This unit begins by focusing particularly on healthy eating and physical activity and understanding that our behaviour, routines and choices all contribute to a healthy lifestyle. Children will learn about the different substances food contains, and will consider ways of achieving an energy balance which helps them to stay healthy and be active. They will also consider the benefits and risks to their physical and mental health when spending time online, as well as learning about why age restrictions are in place, and how they can make safer choices.	
Vocabulary	

Year 6

Autumn

Citizenship – Rights, Rules and Responsibilities	
LOs and Key Concepts	
1	How can I take part in debate respectfully?
2	What are the conventions of courtesy and manners and how do these vary?
3	What are the basic rights of children and adults?
4	Why do we have laws in our country?
5	How does democracy work in our community and in our country?
6	What do councils, councillors, parliament and MPs do?
Key Outcomes	
In this unit, children will learn about their basic rights and how these apply to children worldwide, through the United Nations Convention on the Rights of the Child. They will consider the ways in which people are responsible, at a variety of levels, for ensuring that these rights are protected. They will explore the role of parliament and MPs, as well as local councils and councillors and how these are similar to and different from their own school council. This unit also gives children the opportunity to debate moral and social issues, including those which are currently relevant to the local community.	
Vocabulary	

Myself and My Relationships – Friends and Family	
LOs and Key Concepts	
1	Who are in my networks, online and offline, how have they changed, and how do we support each other?
2	How do trust and loyalty feature in my relationships both on and offline?
3	Can I always balance the needs of friends and family and how do I manage this?
4	What is consent, and how can I check my friends give consent both online and offline?
5	Can I communicate, empathise and compromise when solving friendship difficulties.
Key Outcomes	
In this unit, children will consider their networks of people who are special to them, and how they are changing and developing in online and offline contexts as they get older and prepare to move on to secondary school. They will explore how communication, empathy and compromise can be employed to sustain healthy relationships and reduce conflict. They will explore again concepts of trust and loyalty, considering how these principles apply to healthy online and offline relationships. They will consider ways in which families support each other through periods of change. They will explore why and how to seek support from people they trust, and how they themselves can support others.	
Vocabulary	

Myself and My Relationships – Anti-Bullying	
LOs and Key Concepts	
1	Can I explain the difference between friendship difficulties and bullying, and can I define different types of bullying including online?
2	Might different groups experience bullying in different ways, and what role might prejudice play?
3	How and why might peers become colluders or supporters in bullying situations?
4	How might bullying affect people's mental wellbeing and behaviour?
5	Can I respond assertively to bullying online and offline?
Key Outcomes	
This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens, developing their understanding of prejudice. driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also examine the long term impact that bullying often has on people's mental wellbeing.	
Vocabulary	

Spring

Economic Capability – Financial Wellbeing	
LOs and Key Concepts	
1	What different ways are there to earn money?
2	Why don't people get to keep all of the money they earn?
3	How is money used to benefit the community or the wider world?
4	What is debt, and what are common debts people have, and what are debts that are best avoided?
5	What is poverty?
Key Outcomes	
This unit will deepen children's understanding of money, including currencies and trade. They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it. They will consider what poverty is, in the UK and the wider world and the complicated feelings we may have about money. They will have experience of managing money in real situations, enabling them to apply their developing skills and understanding. This will involve making choices based on information we have about needs, wants, best value and the budget available, and keeping track of spending.	
Vocabulary	

Healthy and Safer Lifestyles – Drug Education	
LOs and Key Concepts	
1	What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?
2	How does drug use affect the way a body or brain works?
3	What is drug misuse?
4	What are some of the laws about drugs?
5	When and how should I check information about drugs?
Key Outcomes	
This unit revisits and develops children's understanding of medicines, alcohol and nicotine and their effects on the brain and body. It also explores pupils' awareness of solvents, illegal drugs, people who choose to use drugs and laws relating to drug sale and possession. Throughout the unit you should focus on drugs with which the majority of children are familiar. Children will consider a wide range of drug-related situations which might pose different degrees of risk for them. They will consider ways to avoid and reduce harm in those situations.	
Vocabulary	

Summer

Healthy and Safer Lifestyles (RS6)	
LOs and Key Concepts	
1	What are different ways babies are conceived and born? (Sex Education)
2	What effect might puberty have on people's feelings and emotions? CAB
3	What should adults think about before they have children? FP
4	Why might people get married or become civil partners? FP
5	What are different families like? FP
Key Outcomes	
The unit begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and	
Vocabulary	

Healthy and Safer Lifestyles (PS)	
LOs and Key Concepts	
an I use my Early Warning Signs to judge how safe I am feeling? 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	
What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS	
Key Outcomes	
The unit of work builds on a Protective Behaviours approach. As such it is underpinned by two key principles: we all have the right to feel safe all the time; and we can talk with someone about anything, even if it feels awful or small. Through the series of lessons, children will learn how to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of	

boundaries which are appropriate both on and offline. The unit includes learning about what sorts of behaviours constitute abuse and neglect and how to access support via their network, for themselves or a friend. They will have opportunities to practice seeking help or advice from others and to develop their problem solving strategies, which can be applied in a range of contexts.

Vocabulary

Myself and My Relationships (MC)	
LOs and Key Concepts	
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	
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Key Outcomes	
Vocabulary	