



**SCARCROFT PRIMARY SCHOOL**



**DEVELOPING ALL OF ME!**

## Learning For Life Policy

(Encompassing Relationships Education, Health Education, Sex Education, Citizenship, and Economic Education)

## **Introduction**

This policy covers Scarcroft Primary School's approach to Relationships, Health and Sex Education (RSHE) as part of a wider programme of Personal, Social, Health, Citizenship and Economic Education (PSHE) which we call 'Learning for Life' (as of September 2021). We use the scheme 'My Life - PSHE for healthier, happier children' by Collins as a basis for our learning.

## **Legislation**

PSHE is a non-statutory subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. RSHE is now a statutory component of the curriculum in Primary Schools from September 2020. Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty. The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found [here](#).

## **Visions and Aims**

At Scarcroft, our school vision of 'Developing All of Me' is based on a commitment to our pupils' **personal development** - developing their knowledge skills and attributes and preparing them to be confident, happy and healthy citizens in modern Britain. Our belief is that education is about so much more than preparing children for exams. Evidence shows that a well-delivered, accurate and age-appropriate PSHE curriculum can have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged as well as those with special educational needs or disabilities (SEND).

We see 'Learning for Life' as essential in helping children manage many of the most critical opportunities, challenges and responsibilities they will face growing up. We also understand the importance of emotional health in a young person's ability to do well at school and believe that 'Learning for Life' education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy friendships. 'Learning for Life' also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world.

'Learning for Life' is an integral part of our commitment to a school culture which promotes the right of everyone to equal treatment, challenges stereotypes and normalises healthier attitudes and behaviour in wider society. Harassment and abuse don't exist in isolation, and it is vital that our school plays its part in promoting the respect, love and care that underpins acceptable behaviour in the different relationships we have with others throughout our lives. We understand that parents are the prime educators of their children in matters of relationships and health and we seek to offer a curriculum that complements and supports that.

## **The importance of celebrating diversity within PSHE and RSHE**

We strive to promote equality through all aspects of our RSHE and PSHE teaching. As such, our curriculum promotes tolerance and acceptance. Just as we encourage all our pupils to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults in modern Britain.

## **Roles and Responsibilities**

RSHE forms part of the PSHE education curriculum in our school which we call 'Learning for Life'. The RSHE programme is led by the Learning for Life Subject Leader, with the support of the Governing Body and Senior Leadership Team. Learning for Life (PSHE) lessons are taught predominantly by class teachers, supported by visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSHE and wider 'Learning for Life' curriculum through dedicated staff meetings, led by the Subject Leader.

## **Organisation of the RSE and Health Education curriculum**

All schools are required to deliver statutory RSE and Health Education.

For the purposes of this policy, 'relationships and sex education' is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others, in an age appropriate way.

For the purposes of this policy, 'health education' is defined as teaching pupils they can make good decisions about their own health and wellbeing, and how physical and mental wellbeing are interlinked.

The RSE and Health curriculum delivered by Scarcroft Primary School will follow that set out by Collins 'My Life' scheme of work. Any adjustments made will be developed in consultation with teachers, pupils and parents and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE and Health Education curriculum will be delivered through PSHE lessons, with some statutory elements taught within the Science curriculum.

The PSHE subject leader will work closely with colleagues to ensure that the content of the RSE and Health Education programme of study complements other areas of the curriculum and does not duplicate.

The school will consider the context and views of the wider local community as well as local topical issues if adapting the curriculum to ensure it is reflective of issues in the local area and is responsive to needs within the school community.

The school will consider the religious background of all pupils when planning teaching to ensure all topics included are appropriately handled.

### **PSHE and RSHE - Subject Content**

Using the 'My Life' programme will help the school to sequence PSHE and RSHE learning into age-appropriate units which show progression from EYFS to Year 6. Curriculum overviews can be found in the appendix of this document. Content from the Relationships and Health Education strands are marked in bold text.

The school is free to determine an age-appropriate, developmental curriculum which meets the needs of the young people in their school context. At Scarcroft we recognise for example, that puberty on average starts between the ages of 8 and 12. We will therefore deliver age-appropriate lessons about this topic from Year 4, using guidance from the PSHE Association, in order to supplement content delivered through the My Life scheme of work.

### **Delivery of the curriculum**

The majority of the RSE and Health Education curriculum will be delivered during weekly PSHE lessons. Through effective organisation and delivery of the subject, we will ensure that:

- The statutory content is clearly communicated to pupils
- RSE will be delivered in a non-judgmental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- Teaching of the curriculum reflects legal requirements, with particular regard to the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Students are taught that different people make different choices in relation to their identity and sexual orientation; students are taught what it means to be part of the LGBTQ+ community and, at Scarcroft we respect difference.
- Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and accurately, whilst remaining objective.
- Teachers will focus on the importance of healthy, positive relationships when teaching RSE, with sensitivity given so as not to stigmatise pupils on the basis of their home circumstances.

- Teachers will ensure that perceived views of pupils based on protected characteristics are challenged through the promotion of mutual respect for those who are different to themselves.
- On an annual basis, parents will be informed of curriculum coverage, and will be given the opportunity for consultation.
- We will assess pupil progress termly.

### **Working with parents**

The school understands that parents' role in the development of their children's understanding about relationships and health is vital. The school will consult with parents regarding the RSE and Health Education curriculum and will provide:

- Information about the curriculum content, including what will be taught and when
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education
- Opportunities to ask questions about the school's approach to RSE and health education

The school understands that the teaching of some aspects of the curriculum may be of concern to parents. These may be submitted by email and a meeting will be arranged with the relevant member of staff.

### **Working with external agencies**

Working with external agencies can enhance the delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils. They will be expected to comply with the provisions of this policy.

The school will check any visitors' credentials and ensure that any planned content is age-appropriate and accessible for all pupils. The school will ensure the visitor understands how safeguarding procedures must take place, in accordance with the Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

### **Withdrawal from lessons**

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Head Teacher. Before granting a withdrawal request, the Head Teacher will discuss the request with parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

Following discussions with parents, the school will respect the parents' request to withdraw their child. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the Head Teacher may take the pupils' specific needs into account when making their decision.

### **Equality and inclusion**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether additional support is necessary for pupils with the above protected characteristics.

The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive for all pupils. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will liaise with the SENCO in order to adapt planning or work appropriately. Where planning and resources are adapted, teachers will ensure teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered in reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and challenge any perceived limits on pupils based on their gender or any other characteristic. The school will be actively aware of issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and dealt with in accordance with the school Behaviour Policy.

### **Safeguarding and confidentiality**

All pupils will be taught how to keep themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible, in compliance with the South Bank Academy Trust Child Protection and Safeguarding Policy (available on the school website).

Teachers will understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, for example; a disclosure of abuse. If a disclosure is made, the DSL will be alerted straight away. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

### **Assessment**

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

Assessments will be used to identify where pupils need extra support or intervention. There are no formal assessments for RSE and health education, however, to assess pupil outcomes, the school will capture progress in the following ways:

- Self-evaluations
- Formative assessment by teachers
- Regular tracking of key learning outcomes

### **Staff training**

Training will be provided by the PSHE lead teacher to the relevant members of staff to make sure they are up-to-date with the RSE and health education curriculum. Teaching staff will be made aware of any updated guidance on the curriculum and any new legal developments.

### **Monitoring quality**

The subject leader is responsible for monitoring the quality of teaching and learning for the subject. They will look at a mixture of:

- Lesson observations
- Learning walks
- Work scrutiny
- Sample marking forms

The subject leader, Nat Brooker, will work closely with the Director of PD, Jen Mitchell, through review meetings to evaluate the effectiveness of the subject and implement any changes.

### **Monitoring and review**

This policy will be reviewed by the Head Teacher in conjunction with the PSHE subject leader on an annual basis. Any changes needed to the policy, including changes to the programmes, will be implemented by the Head Teacher.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum. The next scheduled review date of this policy is September 2024.



## APPENDIX: COLLINS MY LIFE CONTENT FOR RECEPTION - YEAR 6

### EYFS CURRICULUM MAP

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 1: All about me</b>				
<b>Topic 1, Lesson 1:</b> I am unique!	<ul style="list-style-type: none"> <li>What do I like and dislike?</li> </ul>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Talk about their feelings in more elaborated ways: 'I'm sad because ...' or 'I love it when ...'.	<b>Relationships Education</b> how important friendships are in making us feel happy and secure, and how people choose and make friends
<b>Topic 1, Lesson 2:</b> We are all the same, we are all different	<ul style="list-style-type: none"> <li>Can we be different and the same?</li> </ul>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Develop their sense of responsibility and membership of a community.	<b>Relationships Education</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
<b>Topic 1, Lesson 3:</b> People who love me	<ul style="list-style-type: none"> <li>Who is special to me?</li> <li>What makes them special?</li> </ul>	Form positive attachments to adults and friendships with peers.	Play with one or more other children, extending and elaborating play ideas.	<b>Relationships Education</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 2, Lesson 1:</b> Rules and more rules	<ul style="list-style-type: none"> <li>Why do we need rules?</li> </ul>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p><b>Living in the Wider World</b> L1 about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>Relationships Education</b> the conventions of courtesy and manners</p>
<b>Topic 2, Lesson 2:</b> Our community	<ul style="list-style-type: none"> <li>What is a community?</li> </ul>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p>	<p><b>Living in the Wider World</b> L4 about the different groups they belong to</p>
<b>Topic 2, Lesson 3:</b> I am a citizen of the world	<ul style="list-style-type: none"> <li>Where do I live?</li> </ul>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – map.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Relationships Education</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 3: Being healthy</b>				
<b>Topic 3, Lesson 1:</b> Brush your teeth!	<ul style="list-style-type: none"> <li>Why do we need to brush our teeth?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	<b>Health Education</b> the characteristics and mental and physical benefits of an active lifestyle
<b>Topic 3, Lesson 2:</b> Germs, germs, germs	<ul style="list-style-type: none"> <li>What are germs and how can we help to stop them spreading?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	<b>Health Education</b> the characteristics and mental and physical benefits of an active lifestyle
<b>Topic 3, Lesson 3:</b> My body!	<ul style="list-style-type: none"> <li>What are the different parts of my body called?</li> </ul>	Negotiate space and obstacles safely, with consideration for themselves and others.	Develop appropriate ways of being assertive. Make healthy choices about food, drink, activity and toothbrushing.	<b>Relationships Education</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 4: What do people do all day?</b>				
<b>Topic 4, Lesson 1:</b> What do they do?	<ul style="list-style-type: none"> <li>What do people do in their jobs all day?</li> </ul>	Talk about the lives of the people around them and their roles in society.	Show interest in different occupations.	<b>Living in the Wider World – L5</b> about the different roles and responsibilities people have in their community
<b>Topic 4, Lesson 2:</b> So many jobs!	<ul style="list-style-type: none"> <li>What skills do people need to do their jobs?</li> </ul>	Talk about the lives of the people around them and their roles in society.	Show interest in different occupations.  Talk about members of their immediate family and community.  Notice differences between people.	<b>Living in the Wider World – L17</b> about some of the strengths and interests someone might need to do different jobs
<b>Topic 4, Lesson 3:</b> Teamwork	<ul style="list-style-type: none"> <li>How do we work together?</li> </ul>	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Work and play cooperatively and take turns with others.	Talk with others to solve conflicts.  Play with one or more other children, extending and elaborating play ideas.  Understand gradually how others might be feeling.	<b>Relationships Education</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 5: Friendship</b>				
<b>Topic 5, Lesson 1:</b> Making friends	<ul style="list-style-type: none"> <li>What do you like to do with your friends?</li> </ul>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Build constructive and respectful relationships. Become more outgoing with unfamiliar people, in the safe context of their setting.	<b>Relationships Education</b> how important friendships are in making us feel happy and secure, and how people choose and make friends
<b>Topic 5, Lesson 2:</b> Falling out	<ul style="list-style-type: none"> <li>How can friends avoid falling out?</li> </ul>	Work and play cooperatively and take turns with others.	Express their feelings and consider the feelings of others. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	<b>Relationships Education</b> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
<b>Topic 5, Lesson 3:</b> Paying attention	<ul style="list-style-type: none"> <li>Why do I need to pay attention?</li> </ul>	Form positive attachments to adults and friendships with peers.	Build constructive and respectful relationships.	<b>Relationships Education</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 6: Looking after myself</b>				

<b>Topic 6, Lesson 1:</b> Healthy food habits	<ul style="list-style-type: none"> <li>How can food help me to be healthy?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Select and use activities and know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	<b>Health Education</b> what constitutes a healthy diet (including understanding calories and other nutritional content)  the principles of planning and preparing a range of healthy meals  the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<b>Topic 6, Lesson 2:</b> Safe in the sun	<ul style="list-style-type: none"> <li>How can I keep safe in the sun?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Select and use activities and know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	<b>Health Education</b> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
<b>Topic 6, Lesson 3:</b> Moving and shaking	<ul style="list-style-type: none"> <li>Why do I need to move my body and exercise?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Select and use activities and know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	<b>Health Education</b> the characteristics and mental and physical benefits of an active lifestyle.  the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 7: My feelings</b>				
<b>Topic 7, Lesson 1:</b> My feelings	<ul style="list-style-type: none"> <li>How do I feel?</li> </ul>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	<b>Health Education</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
<b>Topic 7, Lesson 2:</b> Other people's feelings	<ul style="list-style-type: none"> <li>What is empathy?</li> </ul>	Show sensitivity to their own and to others' needs.	Express their feelings and consider the feelings of others.	<b>Health Education</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
<b>Topic 7, Lesson 3:</b> Don't give up!	<ul style="list-style-type: none"> <li>What should I do when things are difficult?</li> </ul>	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	<b>Health Education</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 8: Growing up</b>				
<b>Topic 8, Lesson 1:</b> I am growing	<ul style="list-style-type: none"> <li>What changes happen when we grow up?</li> </ul>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	See themselves as a valuable individual.	<b>Health Education</b> the characteristics and mental and physical benefits of an active lifestyle
<b>Topic 8, Lesson 1:</b> Being independent	<ul style="list-style-type: none"> <li>What does being independent mean?</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<p>Manage their own needs. Personal hygiene.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<b>Relationships Education</b> the importance of self-respect and how this links to their own happiness
<b>Topic 8, Lesson 2:</b> Moving on up!	<ul style="list-style-type: none"> <li>How do I feel about moving to a new class?</li> </ul>	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	<b>Health Education</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)



Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 9, Staying safe</b>				
<b>Topic 9, Lesson 1:</b> Road safety	<ul style="list-style-type: none"> <li>How do I cross the road safely?</li> </ul>	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.	<b>Living in the wider world – L1</b> about what rules are, why they are needed, and why different rules are needed for different situations
<b>Topic 9, Lesson 2:</b> People I don't know	<ul style="list-style-type: none"> <li>What are strangers?</li> </ul>	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Show resilience and perseverance in the face of challenge.	<b>Health Education</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<b>Topic 9, Lesson 3:</b> Do I know you?	<ul style="list-style-type: none"> <li>How do I know who people are online?</li> </ul>	Form positive attachments to adults and friendships with peers.	Build constructive and respectful relationships.	<b>Relationships Education</b> that people sometimes behave differently online, including by pretending to be someone they are not

Topic and lesson	Big Question(s)	Early Learning Goals (ELG)	Development Matters Objectives	Links to statutory and PSHE Association objectives and strands
<b>Topic 10: Celebrations</b>				
<b>Topic 10, Lesson 1:</b> What do you celebrate?	<ul style="list-style-type: none"> <li>What celebrations are special to you?</li> </ul>	Show sensitivity to their own and to others' needs.	Think about the perspectives of others.	<b>Relationships Education</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
<b>Topic 10, Lesson 2:</b> Celebration time!	<ul style="list-style-type: none"> <li>What special festivals do people celebrate?</li> </ul>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Develop their sense of responsibility and membership of a community.	<b>Living in the Wider World – L8</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
<b>Topic 10, Lesson 3:</b> Celebrating Chinese New Year	<ul style="list-style-type: none"> <li>Why is New Year celebrated?</li> </ul>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Develop their sense of responsibility and membership of a community.	<b>Living in the Wider World – L8</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

## Year 1: Feelings and special people

Lesson number and title	Strand	Objectives
1. Feelings	<b>Health Education</b>	To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
2. Emotions and behaviour	<b>Health Education</b>	To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
3. I am special	<b>Relationships Education</b>	To understand the importance of self-respect and how this links to their own happiness.
4. Special people	<b>Relationships Education</b>	To know how important friendships are in making us feel happy and secure. To know that families are important for children growing up because they can give love, security and stability. To learn about the different groups they belong to.

## Year 1: Staying Safe

Lesson number and title	Strand	Objectives
1. Staying safe in my school	Living in the Wider World <b>Health Education</b>	To learn how people and other living things have different needs; about the responsibilities of caring for them.  To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
2. Staying safe outside	Living in the Wider World <b>Relationships Education</b>	To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.  To learn about different jobs that people they know or people who work in the community do.  To learn about the different roles and responsibilities people have in their community.  To know how to assess risk and understand the consequences of unsafe choices.  To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
3. Staying safe at home	<b>Health Education</b>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  To understand why rules are needed to keep everyone safe in the home, in particular rules around medicines and dispensing of medicines.

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
4. Keeping myself safe	<b>Relationships Education</b> <b>Health Education</b>	<p>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To know how to be assertive and to take responsibility for your own safety.</p>

### Year 1: Healthy Me

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. Keeping fit is fun!	<b>Health Education</b>	<p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p>
2. Sweets!	<b>Health Education</b>	<p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>
3. How can being online be unhealthy?	<b>Health Education</b>	<p>To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To learn about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>To learn about the role of the internet in everyday life.</p> <p>To learn that not all information seen online is true.</p>
4. Keeping safe in the sun	<b>Health Education</b>	<p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To be able to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>

## Year 1: All Around Us

Lesson number and title	Strand	Objectives
1. Our beautiful world	<b>Health Education</b>	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
2. Reducing for the planet	Living in the Wider World	To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment.
3. New from old!	<b>Living in the Wider World</b> <b>Health Education</b>	To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment. To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
4. We make a difference!	Living in the Wider World	To learn about what rules are, why they are needed, and why different rules are needed for different situations. To understand how they can contribute to the life of the classroom and school.

## Year 1: Money Matters

Lesson number and title	Strand	Objectives
1. Where does my money come from?	Living in the Wider World	To learn what money is; forms that money comes in; that money comes from different sources.
2. How can I keep my money safe?	Living in the Wider World	To learn what money is; forms that money comes in; that money comes from different sources. To learn that money needs to be looked after; different ways of doing this. To learn that people make different choices about how to save and spend money.
3. Where do adults get their money?	Living in the Wider World	To learn that jobs help people to earn money to pay for things.
4. What job would I like when I grow up?	Living in the Wider World	To learn that everyone has different strengths. To learn about different jobs that people they know or people who work in the community do. To learn about some of the strengths and interests someone might need to do different jobs.

## Year 2: Different Types of Family

Lesson number and title	Strand	Objectives
1. What is a family?	<b>Relationships Education</b>	To understand that families are important for children growing up because they can give love, security and stability.
2. Families are different and the same	<b>Relationships Education</b>	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. How do you spend time with your family?	<b>Relationships Education</b>	To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
4. Weddings and marriage	<b>Relationships Education</b>	To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

## Year 2: Healthy Bodies

Lesson number and title	Strand	Objectives
1. Things that keep us healthy	<b>Health Education</b>	To know the facts and science relating to allergies, immunisation and vaccination.  To know the characteristics and mental and physical benefits of an active lifestyle.
2. Keeping ourselves healthy	<b>Health Education</b>	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
3. Keeping healthy, keeping clean	<b>Health Education</b>	To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
4. My body, my voice	<b>Relationships Education</b>	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  To understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

## Year 2: Feeling Included

Lesson number and title	Strand	Objectives
1. An alien welcome	<b>Relationships Education</b> <b>Health Education</b>	To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
2. Including everyone	<b>Relationships Education</b>	To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  To know the conventions of courtesy and manners.
3. We've fallen out!	<b>Relationships Education</b>	To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
4. Important people in history	<b>Relationships Education</b>	To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

## Year 2: Healthy Minds

Lesson number and title	Strand	Objectives
1. Marvellous minds	<b>Health Education</b>	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. Emotions everywhere!	<b>Health Education</b>	To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. Screen time and sleep	<b>Health Education</b>	To understand why social media, some computer games and online gaming, for example, are age restricted.  To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
4. Self-care and relaxation	<b>Health Education</b>	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

## Year 2: Caring for the environment and social responsibility

Lesson number and title	Strand	Objectives
1. I can help make a difference	<b>Health Education</b> <b>Relationships Education</b>	To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  To recognise the ways they are the same as, and different to, other people.
2. I can help make a difference to our world	Living in the Wider World	To learn about things they can do to help look after their environment.
3. Who really lives in my local environment?	Living in the Wider World	To learn about things they can do to help look after their environment.
4. I can improve my local environment!	Living in the Wider World	To learn about things they can do to help look after their environment.

## Year 3: Safety Online

Lesson number and title	Strand	Objectives
1. The internet – good bits and bad bits	<b>Relationships Education</b> <b>Health Education</b>	To recognise that for most people the internet is an integral part of life and has many benefits.  To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  To understand that people sometimes behave differently online, including by pretending to be someone they are not.  To recognise ways in which the internet and social media can be used both positively and negatively.



Lesson number and title	Strand	Objectives
2. It's private!	<b>Relationships Education</b>	<p>To understand the importance of keeping personal information private.</p> <p>To understand how information and data is shared and used online.</p> <p>To understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To learn about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To learn about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>
3. Friends forever!	<b>Relationships Education</b>	<p>To learn how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>To understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous.</p> <p>To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>
4. It's playtime!	<b>Health Education</b>	<p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>
5. Safety online – our advice	<b>Relationships Education</b> <b>Health Education</b>	<p>To know about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</p> <p>To learn where and how to report concerns and get support with issues online.</p> <p>To learn how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>

### Year 3: Celebrating achievements and being resilient

Lesson number and title	Strand	Objectives
1. Celebrating achievements	<b>Health Education</b>	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health. To know that your achievements in life may look different to those of others but should all be celebrated.
2. Setting goals and having aspirations	<b>Health Education</b>	To understand that it's important to have aspirations and goals in life.
3. Resilience	<b>Health Education</b>	To learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. A growth mindset	<b>Health Education</b>	To learn where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). To understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
5. It's OK to fail!	<b>Health Education Relationships Education</b>	To learn the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### Year 3: Being part of a community

Lesson number and title	Strand	Objectives
1. I belong in my class	Living in the Wider World	To learn about the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community.
2. I belong in my family	Living in the Wider World	To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
3. I belong in my community	Living in the Wider World	To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. To value the different contributions that people and groups make to the community.

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
4. Kindness in my community	<b>Health Education</b>	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
5. It's everyone's community	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

### Year 3: Exercise

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. What's so good about exercise?	<b>Health Education</b>	To understand the characteristics and mental and physical benefits of an active lifestyle.
2. Let's have fun and get fit!	<b>Health Education</b>	To understand the characteristics and mental and physical benefits of an active lifestyle.
3. What happens to my body if I don't exercise?	<b>Health Education</b>	To understand the risks associated with an inactive lifestyle (including obesity). To know about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
4. Getting healthy outdoors	<b>Health Education</b>	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
5. Recognising ill health and asking for help	<b>Health Education</b>	How and when to seek support, including which adults to speak to in school if they are worried about their health.

### Year 3: Stereotypes

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. Boys v girls	<b>Relationships Education</b>	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
2. Men v women	<b>Relationships Education</b>	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.
3. Fairy tales with a difference!	<b>Relationships Education</b>	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.
4. That's stereotyping!	<b>Relationships Education</b>	To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
5. Knowing what to say	<b>Relationships Education</b>	<p>To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>

### **Year 3: What I Like**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. My favourite things	<b>Health Education</b>	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
2. My values and what's important to me.	<b>Health Education</b>	<p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>
3. Differences in opinion	<b>Relationships Education</b>	<p>To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p>
4. I have choices	<b>Relationships Education</b>	<p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>
5. What to do if I'm worried	<b>Relationships Education</b>	<p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>

### **Year 4: Nutrition and dental health**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. Healthy food, healthy me!	<b>Health Education</b>	To know what constitutes a healthy diet (including understanding calories and other nutritional content).
2. Unhealthy choices, unhealthy me!	<b>Health Education</b>	To understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
3. Chef for the day!	<b>Health Education</b>	To know the principles of planning and preparing a range of healthy meals.
4. Looking after myself	<b>Health Education</b>	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
5. Looking after my teeth	<b>Health Education</b>	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

#### **Year 4: Human Rights**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. Playtime for everyone!	Living in the Wider World	To recognise there are human rights, that are there to protect everyone. To learn about the relationship between rights and responsibilities.
2. Our class charter	Living in the Wider World	To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone.
3. Born free	Living in the Wider World	To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. To learn about the relationship between rights and responsibilities.
4. When rights are taken away	Living in the Wider World	To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
5. Happy, happy, happy!	Living in the Wider World	To recognise there are human rights, that are there to protect everyone.

#### **Year 4: Emergency Situations**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. What is an emergency?	<b>Health Education</b>	To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To learn how to make a clear and efficient call to emergency services if necessary.
2. First aid	<b>Health Education</b>	To understand concepts of basic first aid, for example dealing with common injuries, including head injuries.

Lesson number and title	Strand	Objectives
3. Fire safety	<b>Health Education</b>	To learn how to make a clear and efficient call to emergency services if necessary. To learn how to respond to fire safety issues within school and in the home.
4. Water safety	<b>Health Education</b>	To identify the dangers water can pose and how these can be avoided or reduced.
5. Celebrating our emergency services	Living in the Wider World	To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

#### Year 4: Respect

Lesson number and title	Strand	Objectives
1. A fantastic friend	<b>Relationships Education</b>	To realise how important friendships are in making us feel happy and secure. To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.
2. I don't like it when...	<b>Relationships Education</b>	To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships. To understand how to recognise and report feelings of being unsafe or feeling bad about any adult. To appreciate the importance of self-respect and how this links to their own happiness.
3. When friendships go wrong	<b>Relationships Education</b>	To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. Five fingers	<b>Relationships Education</b> Living in the Wider World	To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.

Lesson number and title	Strand	Objectives
5. It's only a joke!	<b>Relationships Education</b> <b>Health Education</b> Living in the Wider World	<p>To understand about different types of bullying, the impact of bullying on mental wellbeing, the responsibilities of bystanders and how to get help.</p> <p>To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>

#### Year 4: Money Matters

Lesson number and title	Strand	Objectives
1. What is money?	Living In the Wider World	<p>To learn about the different ways to pay for things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>
2. How does society manage our money?	Living In the Wider World	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p>
3. What can I do to make money in the future?	Living In the Wider World	<p>To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>
4. Enterprise project – let's be entrepreneurs!	Living In the Wider World	To learn different ways to keep track of money.

Lesson number and title	Strand	Objectives
5. Enterprise project – let's be entrepreneurs!	Living In the Wider World	<p>To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>

#### Year 4: Falling Out and Making Up

Lesson number and title	Strand	Objectives
1. Why is friendship important?	<b>Relationships Education</b>	To know how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. What makes a good friend?	<b>Relationships Education</b>	To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.
3. Falling out	<b>Relationships Education</b> Living in the Wider World	<p>To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>
4. Feeling left out	<b>Relationships Education</b>	To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
5. Healthy friendships	<b>Relationships Education</b>	<p>To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>To know where to get advice, e.g. family, school and/or other sources.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others.</p>

#### Year 5: Body Image

Lesson number and title	Strand	Objectives
1. My awesome body	<b>Health education</b> <b>Relationships education</b>	<p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To understand the risks associated with an inactive lifestyle, and what constitutes a healthy diet.</p>



<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
2. Body image through the ages	<b>Health education</b> <b>Relationships education</b>	To understand the importance of self-respect and how this links to their own happiness. To know that body image has changed throughout the ages and can be influenced by society.
3. Images on the internet	<b>Health education</b> <b>Relationships education</b>	To understand the importance of self-respect and how this links to their own happiness. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To understand the risks associated with an inactive lifestyle (including obesity). To know what constitutes a healthy diet (including understanding calories and other nutritional content).
4. The big debate	<b>Health education</b> <b>Relationships education</b> Living in the Wider World	To understand the importance of self-respect and how this links to their own happiness. To know how to be a discerning consumer of information online and in print, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
5. Celebrating our bodies	<b>Health education</b> <b>Relationships education</b>	To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

### **Year 5: Bereavement and loss**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. Loss	<b>Health education</b>	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.
2. Losing someone we love	<b>Health education</b> <b>Relationships education</b>	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. Celebrating life	<b>Health education</b> <b>Relationships education</b>	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Lesson number and title	Strand	Objectives
4. Celebrating life in other cultures	<b>Health education</b> <b>Relationships education</b>	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones.
5. When families change	<b>Health education</b> <b>Relationships education</b>	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

### Year 5: Fake News

Lesson number and title	Strand	Objectives
1. What is fake news?	<b>Health education</b>  Living in the Wider World	To understand how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted.  To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
2. How to spot fake news	<b>Health education</b> Living in the Wider World	To know how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted.  To learn about some of the different ways information and data is shared and used online, including for commercial purposes.  To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
3. Clickbait	<b>Health education</b> Living in the Wider World	To learn about some of the different ways information and data is shared and used online, including for commercial purposes.  To know where and how to report concerns and get support with issues online.
4. Advertising	<b>Health education</b> Living in the Wider World <b>Relationship education</b>	To know how to be a discerning consumer of information online including understanding that information, such as that from search engines, is ranked, selected and targeted.  To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
5. Who are you?	Living in the Wider World	To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.  To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

### Year 5: Life in Plastic

Lesson number and title	Strand	Objectives
1. What is plastic?	Living in the Wider World	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).
2. How does plastic affect our planet?	Living in the Wider World	To understand the ways in which single-use plastics can affect the planet when not disposed of correctly.
3. Making changes	Living in the Wider World	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).  To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
4. Party time!	Living in the Wider World Health education	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
5. Reduce, recycle, reuse	Living in the Wider World	To identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused.  To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

### Year 5: Puberty

Lesson number and title	Strand	Objectives
1. What is puberty?	<b>Health education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.
2. Changes in emotions	<b>Health education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.  To know about personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
3. Body parts	<b>Health education</b> <b>Relationships education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.  To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
4. The menstrual cycle	<b>Health education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.  To know about menstrual wellbeing, including the key facts about the menstrual cycle.
5. What happens to boys?	<b>Health education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.

### **Year 5: Changes in Friendships**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. What does friendship look like?	<b>Relationships education</b>	To identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences.  To know how important friendships are in making us feel happy and secure.
2. Falling out	<b>Relationships education</b>	To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
3. Being a bystander	<b>Relationships education</b>	To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
4. Who can we trust?	<b>Relationships education</b>	To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
5. Friendships online	<b>Relationships education</b> <b>Health education</b>	To know how important friendships are in making us feel happy and secure.  To understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

### **Year 6: Drugs and alcohol education**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. What are drugs?	<b>Health education</b>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
2. Legal or illegal?	<b>Health education</b>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
3. Why do people take drugs?	<b>Health education</b>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
4. Cigarettes and smoking	<b>Health education</b>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know how to make informed choices.
5. Alcohol	<b>Health education</b> Living in the Wider World	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To identify the ways that money can impact on people's feelings and emotions.

### **Year 6: Sex Education**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. What is love?	<b>Health education</b> <b>Relationships education</b>	To know key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that families are important for children growing up because they can give love, security and stability.
2. Sexual attraction	<b>Relationships education</b>	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
3. Consent	<b>Relationships education</b>	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
4. Conception	<b>Health education</b> <b>Relationships education</b>	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
5. More about babies	<b>Relationships education</b>	To identify the stages of pregnancy and how a baby is conceived. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

## Year 6: Mental and Emotional Health

Lesson number and title	Strand	Objectives
1. What are emotions?	<b>Health education</b> Living in the Wider World	<p>To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>
2. Mindfulness	<b>Health education</b>	<p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
3. Self-care	<b>Health education</b>	<p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>
4. Sleep	<b>Health education</b>	<p>To understand the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
5. Feeling worried	<b>Health education</b>	<p>To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>

## Year 6: Global Sustainable Development Goals

Lesson number and title	Strand	Objectives
1. Our world – what's the damage?	Living in the Wider World	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
2. Global sustainable development goals	Living in the Wider World	To recognise there are human rights, that are there to protect everyone.
3. To travel or not to travel?	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
4. What's the good news?	Living in the Wider World	To learn about the relationship between rights and responsibilities.
5. What can we do to make the world more sustainable?	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).  To learn to value the different contributions that people and groups make to the community.

### **Year 6: E-safety and social media**

<b>Lesson number and title</b>	<b>Strand</b>	<b>Objectives</b>
1. The internet – is it all bad?	<b>Relationships education</b>  <b>Health education</b>	To know that for most people the internet is an integral part of life and has many benefits  To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  To identify the ways that money can impact on people's feelings and emotions
2. What's my password?	<b>Relationships education</b>  Living in the wider world	To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online  To begin to understand the concept of privacy and the implications of it for both pupils and adults  To learn about some of the different ways information and data is shared and used online, including for commercial purposes
3. You've won a PRIZE!	<b>Relationships education</b>  Living in the wider world	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  To know how information and data is shared and used online  To know about the concept of privacy and the implications of it for both children and adults  To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Lesson number and title	Strand	Objectives
4. You're not my friend!	<b>Relationships education</b> <b>Health education</b> Living in the wider world	To know that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online including when we are anonymous.  To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online  To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
5. It's personal!	<b>Relationships education</b> <b>Health education</b>	To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online  To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met  To understand that people sometimes behave differently online, including by pretending to be someone they are not  To consider the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

#### **Year 6: Anti-social behaviour and the role of the police and the law**

Lesson number and title	Strand	Objectives
1. Name that crime!	Living in the wider world	To recognise reasons for rules and laws; consequences of not adhering to rules and laws.  To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
2. It's my right!	Living in the wider world	To recognise there are human rights that are there to protect everyone.  To learn about the relationship between rights and responsibilities.
3. Community matters	Living in the wider world	To learn about the different groups that make up their community; what living in a community means.
4. Controversial issues	Living in the wider world	To understand that there are basic human rights shared by all peoples and all societies – and that these rights sometimes conflict.
5. You are the judge	Living in the wider world	To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.  To learn about the relationship between rights and responsibilities



