

Relationships Education

	Lower Key Stage 2	Upper Key Stage 2
Families and People who take care of me	- Families are important for children growing up because they can give love, security and stability - 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. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - 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.	- 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. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Friendships	- how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	- 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 - 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
Respectful Relationships	- the conventions of courtesy and manners - 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 - 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive	- 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive - practical steps they can take in a range of different contexts to improve or support respectful relationships - the importance of self-respect and how this links to their own happiness. - 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 - the importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<i>Covered in the computing curriculum</i>	<i>Covered in the computing curriculum</i>
Being Safe	Children will have an awareness of:	Children will understand and be able to explain:

	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources
Health Education		
	• Lower Key Stage 2	• Upper Key Stage 2
Mental Wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • 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. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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).	• 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. • 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. • Reflect on their own choices in relation to the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Reflect on their use of simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Understand how in a range of situations and a setting isolation and loneliness can affect children and adults and that it is very important for children and adults to discuss their feelings and seek support.

		• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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).
Internet Safety and Harms	<i>Covered in the computing curriculum</i>	<i>Covered in the computing curriculum</i>
Physical Health and Fitness	• 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.	• the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	• what constitutes a healthy diet (including understanding nutritional content- food groups- healthy plate). • 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).	• 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)
Drugs, tobacco and alcohol	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • the facts and science relating to allergies, immunisation and vaccination. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
Basic First Aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body <i>And Sex Education</i>	- Name both male and female sex parts- penis, testicle, scrotum, vagina, vulva - Understand that boys and girls body change as they go through puberty- hair growth, sweat and moods, breast growth - Girls only- Menstrual cycle- the science of what is happening including the physical and emotional effects on the body. Practical advice and reassurance about facilities in school and products available	- Recap LKS2 input - All pupils- menstrual cycle- the science of what happens and the physical and emotional effects on the body - Changes to the body in more detail covering changes to the voice, breast growth, erection and ejaculation, wet dreams. - Sexual reproduction- the science of making a baby - Understand that there are other ways a baby can be created/ become part of a family- IVF, adoption, surrogate etc - Understand how babies are born- watch a pregnancy progress and a woman give birth - Understand that with changes in hormones many people often start to feel attracted to others
Financial Education		
	Lower Key Stage 2	Upper Key Stage 2
	- understand the meaning of the terms budgeting, saving and spending in context - understand the importance of budgeting, saving and spending - Recognise the difference between wants and needs and how this can influence our financial choices	- Understand the meaning of terms credit and debt in context - Understand the benefits and risks associated with credit and debt - Begin to understanding of how to limit the associated risks- considering who to lend from, checking the terms of deal and consequences of not paying it back as agreed - Recognise the difference between wants and needs and how this can influence our financial choices
Enterprise	- Pupils take part in a school wide competition to make the most profit. Pupils are required to apply their budgeting skills in context as they are set a design brief, linked with the DT curriculum for each year group. They have to utilise their budget to design, create, advertise and sell their product. The class who make the most profit will be rewarded with the profit to spend on their class.	
Aspirations	- Children are able to discuss varied career options and routes to attain these through discussion with volunteer speakers within our community. They have the opportunity to ask questions about all aspects of work and the opportunity to discuss the pros and cons of different choices helping them feel more equipped to make informed choices regarding their future. - We endeavour to broaden pupils' knowledge of their future career options, inspire them to achieve their utmost and encourage them to have high aspirations for their futures.	

Useful resources & apps

 Prior Knowledge KS1	Prior and Subsequent Coverage 
Relationships Education	
Families and Friendships • We are all unique • Families are made up of lots of different people. • Not everybody's family is the same. • It is okay to say how you feel. •	Families and people who care for me • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Safe Relationships • Everybody's feelings are important. • I know I can speak to a grown up if I need help. • Private means that it is only for you. • To give permission means that you have to say yes. • It is okay to say no. Respecting Ourselves and Others • A good friend is kind. • Following rules helps you to keep safe • Not all behaviour is kind. It can make people feel sad or upset. Families and Friendships Y2 • A friend is somebody who is kind and thoughtful • You should treat your friends the way that you want to be treated.	Respectful relationships, including friendships • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • 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 people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

- Arguments happen and can be sorted out by talking through what happened honestly. - When you are on your own you could feel lonely. - Adults are always available to ask for help. Safe Relationships Y2 - You can communicate with people in real life and online. - People can be unkind to you in real life and online. - Bullying is unkind and should always be reported to a grown up. - There can be good secrets and bad secrets. - Always speak to an adult if you are worried. Respecting Ourselves and Others Y2 - As a team you can achieve more together	- what constitutes sexual harassment and sexual violence and why these are always unacceptable. - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Media Literacy and Digital Resilience - The internet is amazing. It gives you access to lots of information. - You can contact lots of people on the internet. - The internet must be used safely when communicating with people.	Online Relationships - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. - not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - what to do and where to get support to report material or manage issues online. - the impact of viewing harmful content. - that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. - that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - how information and data is generated, collected, shared and used online

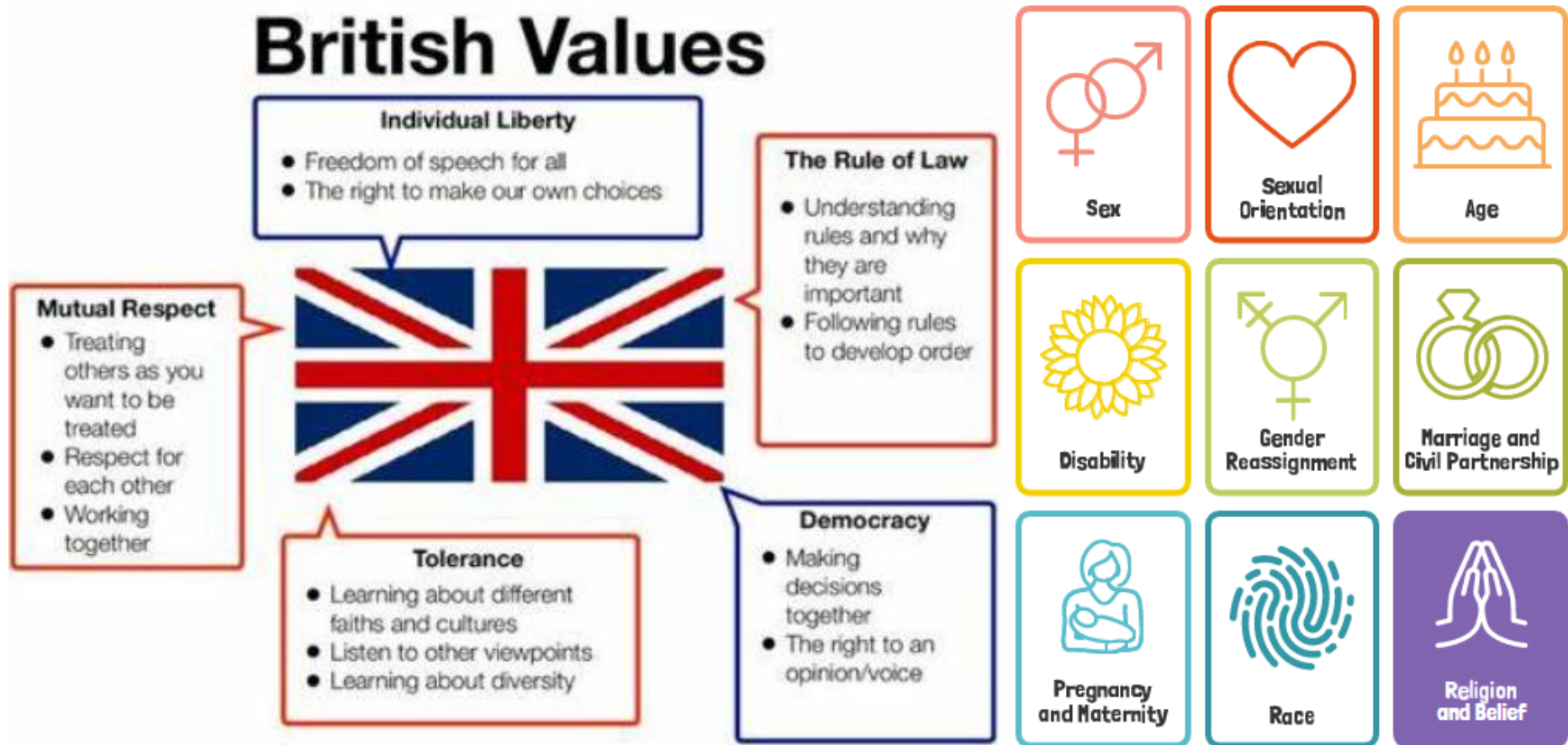
Belonging to a community • Following rules helps you to keep safe • Everybody is different and that is okay. • It is important to look after your environment, this is where you play, learn or live. Keeping Safe • Following online rules is important when using the internet. • An adult must be told when I see something online that makes me unhappy. Belonging to a Community Y2 • Everybody is different but equal • Everybody should be treated the way you want to be treated. Keeping safe Y2 • A risk is something that could be dangerous. • Risks and dangers could be in the house, outside or online. • Risks and dangers should always be reported to an adult. • 999 must be called for an emergency service.	Being Safe • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
N/A	Intimate and sexual relationships, including sexual health • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

	• how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Prior Knowledge KS1	Subsequent Knowledge KS3
Health Education	
	Mental Wellbeing • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Media Literacy and Digital Resilience • The internet is helpful but can give you false information. • Anything that worries you online should be reported to a grown up.	Internet Safety and Harms • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health and Wellbeing • Being healthy means to look after your body and your mind. • Being healthy can make you feel happy. • Exercise can make you feel happy. • Fresh air is important to stay healthy • Sun cream can be used to protect your skin in the sun.	Physical Health and Fitness • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation

Physical Health and Wellbeing • Not all foods are healthy. Physical Health and Wellbeing Y2 • Brushing your teeth twice a day and visiting a dentist will help to keep your teeth healthy.	Healthy Eating • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
N/A	Drugs, tobacco and alcohol • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Physical Health and Wellbeing Y2 • A healthy routine includes regular rest and sleep. • Wellbeing means to keep your body and mind healthy. • Doing things you like can help your wellbeing eg. listening to music • Recognising and sharing your feelings with others can make you feel better.	Health and Prevention • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

N/A	Basic First Aid • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Growing and Changing • My strengths are what make me who I am. • It is important to persevere when things are tricky Growing and changing Y2 • Everybody's body changes as they get older. • Boys and girls have different body parts. • Name body parts - penis, vagina.	Changing Adolescent Body • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.
Financial Education	
Money and Work • Everybody has different things that they are good at. These are called strengths. • A community is group of people who live in the same place or have a shared interest. • There are people in the community who can help other people. Money and Work Y2 • Money is paid to people when they have completed a job.	

All lessons will make reference/link to British Value and Protected Characteristics where they are relevant thus helping children to understand and use the associated language accurately to articulate their learning.



 PSHE - Content Year A 			
Autumn	Year 3 and 4 – Victorian study		Year 5 and 6 – Impact of World War study
	Substantive Knowledge	Healthy Eating (Individual Liberty) - 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). Caring Friendships (Mutual Respect and tolerance) - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <i>Supporting books 'Together we can' - Caryl Hart</i> Respectful relationships (Mutual Respect and tolerance) - the conventions of courtesy and manners	Respectful Relationships (Mutual respect and tolerance) (Focus: religious and emotional) - 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive <i>Supporting books: The Harmonica- Tony Johnston, Anne Frank The Island- Armid Greder</i> Healthy Eating (Individual Liberty) - 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) First aid- external provider Y6
		Mental health Week/ Anti bullying week - that mental wellbeing is a normal part of daily life, in the same way as physical health - that bullying (focus on in person) has a negative and often lasting impact on mental wellbeing • 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).	
		Mental Health - 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. - simple self-care techniques, including the importance of rest	Mental Health- - 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. - 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.

		Financial- Y3 - Understanding the meaning spending, saving and budgeting in context - Begin to understand the importance of budgeting, saving and spending	Financial- Y4 - Understand the importance of budgeting, saving and spending - Recognise the difference between wants and needs and how this can influence our financial choices	Financial- Y5 - Understand the meaning of terms credit and debt in context - Recognise the difference between wants and needs and how this can influence our financial choices	Financial- Y6 - Understand the benefits and risks associated with credit and debt - Begin to understanding of how to limit the associated risks- considering who to lend from, checking the terms of deal and consequences of not paying it back as agreed	
	P4C	P4C-All food can be good and bad. P4C-A good friend is a friend for life. P4C-Respect can only be earned.			P4C- You should always help someone in need P4C- Looking healthy is being healthy P4C- Actions have more impact than words	
Spring		Year 3 and 4 – extreme weather and its impact			Year 5 and 6 – Ancient Greece	
	Substantive Knowledge	Health and prevention (Individual Liberty) - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer Basic First Aid (Individual Liberty) - how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries. Respectful relationships (Mutual Respect and tolerance) Focus: Physical and disability bullying) - 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 - 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive <i>Supporting books: 'Wilma unlimited'- Kathleen Krull.</i>			Respectful Relationships (Individual Liberty) - practical steps they can take in a range of different contexts to improve or support respectful relationships - the importance of self-respect and how this links to their own happiness. - 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 - the importance of permission-seeking and giving in relationships with friends, peers and adults Health And Prevention (Individual Liberty) - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - the facts and science relating to allergies, immunisation and vaccination. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
		Mental Health Week - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - 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).				
		Mental Health-			Mental Health how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	

		- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance time spent with friends and family	Reflect on their own choices in relation to the benefits of physical exercise, time outdoors		
		Financial-Enterprise week			
	P4C	P4C- Getting a tan is healthy P4C- It’s never okay to touch someone without permission P4C- Fair means everyone being treated the same	P4C- Respect should be earnt P4C- Losing weight is healthy P4C- Money can’t buy you happiness		
Summer		Year 3 and 4 – survival of the fittest – Stone Age to Iron Age		Year 5 and 6 – To infinity and beyond	
	Substantive Knowledge	Physical Health and fitness (Individual Liberty) - 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.		Respectful Relationships (Individual Liberty) - practical steps they can take in a range of different contexts to improve or support respectful relationships - the importance of self-respect and how this links to their own happiness. - 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 - the importance of permission-seeking and giving in relationships with friends, peers and adults	
		Changing Adolescent Body- Y3 Name both male and female sex parts- penis, testicle, scrotum, vagina, vulva	Changing Adolescent Body-Y4 - Understand that boys and girls body change as they go through puberty- hair growth, sweat and moods, breast growth - Girls only- Menstrual cycle- the science of what is happening including the physical and emotional effects on the body. Practical advice and reassurance about facilities in school and products available	Changing Adolescent Body-Y5 - Recap LKS2 input - All pupils- menstrual cycle- the science of what happens and the physical and emotional effects on the body - Changes to the body in more detail covering changes to the voice, breast growth, erection and ejaculation, wet dreams. - Understand that with changes in hormones many people often start to feel attracted to others	Changing Adolescent Body and Sex Education-Y6 - Sexual reproduction- the science of making a baby - Understand that there are other ways a baby can be created/ become part of a family- IVF, adoption, surrogate etc - Understand how babies are born- watch a pregnancy progress and a woman give birth
		Mental Health Week-- that mental wellbeing is a normal part of daily life, in the same way as physical health - that bullying (focus on cyber bullying) has a negative and often lasting impact on mental wellbeing			

		• 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). Where to access support during the holidays or when transitioning to a new school.	
		Mental Health- Y3 • 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. • simple self-care techniques, including the benefits of hobbies and interests.	Mental Health • Reflect on their own choices in relation to the benefits of voluntary and service-based activity on mental wellbeing and happiness.
		Financial- Aspiration Week	
	P4C	Healthy body, healthy mind- true or false? Knowledge is power- true or false?	You should always ask permission You should stay home if you have a cough Does aspiration mean the same to everyone?
 PSHE - Substantive Content Year B 			
Autumn		Year 3 and 4 – Roman Invasion of Britain	Year 5 and 6 - Mayans
	Substantive Knowledge	Health and prevention (Individual Liberty) • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Caring Friendships (Mutual Respect and tolerance) • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <i>Supporting books: `Together we can`- Caryl Hart</i> Respect	Respectful Relationships (Individual Liberty) Focus: Cyber and gender and or sexuality • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive <i>Supporting books: `George`- Alex Gino, `The boy in the dress`- David Walliams, `Gracefully Grayson`- Ami Polonsky, `Weslandia`- PaulFleischman</i> Caring Friendships (Mutual respect and tolerance) • 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 • 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

		the conventions of courtesy and manners		
		Mental health Week/ Anti bullying week - that mental wellbeing is a normal part of daily life, in the same way as physical health - that bullying (focus on in person) has a negative and often lasting impact on mental wellbeing 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).		
		Mental Health - 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. - simple self-care techniques, including the importance of rest	Mental Health- - 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. - 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.	
		Financial- Y3 - Understanding the meaning spending, saving and budgeting in context - Begin to understand the importance of budgeting, saving and spending	Financial- Y4 Understand the importance of budgeting, saving and spending Recognise the difference between wants and needs and how this can influence our financial choices	Financial- Y5 Understand the meaning of terms credit and debt in context Recognise the difference between wants and needs and how this can influence our financial choices
				Financial- Y6 Understand the benefits and risks associated with credit and debt Begin to understanding of how to limit the associated risks- considering who to lend from, checking the terms of deal and consequences of not paying it back as agreed
	P4C	Time doing nothing is not time wasted Together we are stronger Manners cost nothing but can buy so much		Life isn't black and white so you should embrace the grey If you put yourself through a copy machine would your copy make a good friend? Being indebted to someone is dangerous- true or false
Spring		Year 3 and 4 – Our Wonderful World		Year 5 and 6 – The age of exploration
	Substantive Knowledge	Respectful relationships (Mutual respect and tolerance) (Focus: verbal and race) - 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 - 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive Drugs, alcohol and tobacco (Rule of Law)		Families and people who care for me (Rule of Law) - 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. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

		the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
		Mental Health Week - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - 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).	
		Mental Health- - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance time spent with friends and family	Mental Health - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Reflect on their own choices in relation to the benefits of physical exercise, time outdoors
		Financial- Enterprise week	
	P4C	Sticks and stones may break my bones but words will never hurt me. Is the colour of your skin important? Drugs are bad	What does it mean to feel secure? Can you be strong and weak at the same time? Can strength make you feel weak? What makes you successful?
Summer		Year 3 and 4 – Ancient and modern-day Egypt study	Year 5 and 6 – Wonders of the World
	Substantive Knowledge	Families and people who care for me (Individual Liberty) - Families are important for children growing up because they can give love, security and stability - 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. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - 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. <i>Supporting Books: - 'And Tango makes three'- Justin Richardson, 'Daddy, Papa and me'- Leslea Newman, 'Dad David, Baba Chris and ME'- Ed Merchant, 'Stella brings the family'- Miriam B Schiffer</i>	First aid- external provider Y6 Health And Prevention (Individual Liberty) - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - the facts and science relating to allergies, immunisation and vaccination. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

		Changing Adolescent Body- Y3 Name both male and female sex parts- penis, testicle, scrotum, vagina, vulva	Changing Adolescent Body-Y4 - Understand that boys and girls body change as they go through puberty- hair growth, sweat and moods, breast growth - Girls only- Menstrual cycle- the science of what is happening including the physical and emotional effects on the body. Practical advice and reassurance about facilities in school and products available	Changing Adolescent Body-Y5 - Recap LKS2 input - All pupils- menstrual cycle- the science of what happens and the physical and emotional effects on the body - Changes to the body in more detail covering changes to the voice, breast growth, erection and ejaculation, wet dreams. - Understand that with changes in hormones many people often start to feel attracted to others	Changing Adolescent Body and Sex Education-Y6 - Sexual reproduction- the science of making a baby - Understand that there are other ways a baby can be created/ become part of a family- IVF, adoption, surrogate etc - Understand how babies are born- watch a pregnancy progress and a woman give birth
	Mental Health Week-- that mental wellbeing is a normal part of daily life, in the same way as physical health - that bullying (focus on cyber bullying) has a negative and often lasting impact on mental wellbeing 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). Where to access support during the holidays or when transitioning to a new school.				
	Mental Health - 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. - simple self-care techniques, including the benefits of hobbies and interests.			Mental Health Reflect on their own choices in relation to the benefits of voluntary and service-based activity on mental wellbeing and happiness.	
	Financial- Aspirations Week				
P4C	Family is everything What makes you feel safe? Can you dislike someone you love?			Are all lives equal? How long is parent responsible for their child? What’s better a poorly paid job you like or a well paid job you dislike?	