

Tooting Primary School RSE and PSHE Curriculum

EYFS						
EYFS Framework Development Matters Personal, Social and Emotional Development See themselves as a valuable individual. Think about the perspectives of others ELG: Self-regulation: 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. ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show resilience and perseverance in the face of challenges. ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. ELG: Self-Regulation: 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. ELG: Building Relationships: Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Characteristics of effective learning Playing and exploring Active learning Creating and thinking critically				Communication and Language ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Understanding the World ELG: People, Culture and Communities: 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. Literacy ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Physical Development ELG: Gross Motor Skills: Demonstrate strength, balance and coordination when playing.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Self-Regulation – My Feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Learning Outcomes	To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions. To explore the different adjectives that can be used to describe feelings. To identify different feelings and how to moderate behaviour socially and emotionally. To explore different facial expressions and what they mean. To identify different feelings and emotions.	To talk about our families. To understand that all families are valuable and special. To talk about people that hold a special place in children's lives. To think about what it means to be a valued person. To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others. To understand that it is ok to like different things. To see themselves as valuable individuals. To explore diversity through thinking about similarities and differences.	To understand why we have rules. To understand the importance of persistence in the face of challenges. To develop confidence in their own ability to solve problems. To work together as a group to overcome challenges. To communicate effectively with others. To learn and practise 'grounding' coping strategies. To understand the importance of perseverance in the face of challenge. To learn new skills, showing resilience and perseverance in the face of challenge.	To understand why it is important to listen carefully. To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. To understand why it is important to tell the truth and think about the feelings of others. To follow instructions involving several ideas or actions. To persevere when things are difficult. To follow instructions involving several ideas or actions. To give simple instructions. To listen and respond to phrases and instructions that involve several ideas or actions.	To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class. To understand why sharing is important. To think about the perspectives of others in the class. To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time. To consider why it is important to support each other by being kind. To learn how to help, listen to and support others when working in a team. To plan a party to celebrate the special friendships within the class.	To learn about the importance of exercise. To explore how exercise affects different parts of the body. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being. To understand what it means to be a safe pedestrian. To understand what it means to eat healthily.
Vocabulary	Feelings, emotions, happy, sad, angry, calm, scared, loved, quiet, still, relaxed, nervous, anxious, worried, unsure	Family, love, valuable, special, unique, different, mummy, daddy, sister, brother, grandpa, grandma, uncle, auntie, share, sharing, friend, take turns, timer	rules, reason, right, wrong, safe, confident, comfortable, fair, equal, enjoyable, calm, orderly	listen, listening, understanding, friends, truth, feelings, honest, persevere, persist	festival, special event, religion, culture, beliefs, tradition, friend, kind, compliment, support, loved, appreciated, happy	exercise, movement, healthy, heart rate, breathing, heart, lungs, brain, bones, muscles, yoga, pose, relax, meditate, breathe, exercise, movement, healthy

KS1

Curriculum Framework

Health and Wellbeing: Children will learn...

about what keeping healthy means; different ways to keep healthy
about foods that support good health and the risks of eating too much sugar
about how physical activity helps us to stay healthy; and ways to be physically active everyday
about why sleep is important and different ways to rest and relax
simple hygiene routines that can stop germs from spreading
that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
how to keep safe in the sun and protect skin from sun damage
about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
to recognise what makes them special
to recognise the ways in which we are all unique
to identify what they are good at, what they like and dislike
how to manage when finding things difficult
to name the main parts of the body including external genitalia
about growing and changing from young to old and how people's needs change
information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
about what to do if there is an accident and someone is hurt
how to get help in an emergency (how to dial 999 and what to say)

about the people who help us to stay physically healthy
about different feelings that humans can experience
how to recognise and name different feelings
how feelings can affect people's bodies and how they behave
how to recognise what others might be feeling
to recognise that not everyone feels the same at the same time, or feels the same about the same things
about ways of sharing feelings; a range of words to describe feelings
about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
that household products (including medicines) can be harmful if not used correctly ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
about the people whose job it is to help keep us safe
basic rules to keep safe online, including what is meant by personal

that household products (including medicines) can be harmful if not used correctly ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
about the people whose job it is to help keep us safe
basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
about what to do if there is an accident and someone is hurt
how to get help in an emergency (how to dial 999 and what to say)
about preparing to move to a new class/year group
about rules and age restrictions that keep us safe
to recognise risk in simple everyday situations and what action to take to minimise harm
about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

Relationships: Pupils learn...

about the roles different people (e.g. acquaintances, friends and relatives) play in our lives to identify the people who love and care for them and what they do to help
them feel cared for about different types of families including those that may be different to their own
to identify common features of family life
that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
about how people make friends and what makes a good friendship
about how to recognise when they or someone else feels lonely and what to do
simple strategies to resolve arguments between friends positively
how to ask for help if a friendship is making them feel unhappy
that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
about how people may feel if they experience hurtful behaviour or bullying

that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
that sometimes people may behave differently online, including by pretending to be someone they are not
how to respond safely to adults they don't know
about how to respond if physical contact makes them feel uncomfortable or unsafe about knowing there are situations when they should ask for permission and also when their permission should be sought
about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
about what is kind and unkind behaviour, and how this can affect others
about how to treat themselves and others with respect; how to be polite and courteous
to recognise the ways in which they are the same and different to others
how to listen to other people and play and work cooperatively
how to talk about and share their opinions on things that matter to them
what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Learning Opportunities in Living in the Wider World: Pupils learn...

about what rules are, why they are needed, and why different rules are needed for different situations
how people and other living things have different needs; about the responsibilities of caring for them
about things they can do to help look after their environment
about the different groups they belong to
about the different roles and responsibilities people have in their community
to recognise the ways they are the same as, and different to, other people

about how the internet and digital devices can be used safely to find things out and to communicate with others
about the role of the internet in everyday life
that not all information seen online is true
what money is; forms that money comes in; that money comes from different sources
that people make different choices about how to save and spend money
about the difference between needs and wants; that sometimes people may not always be able to have the things they want
that money needs to be looked after; different ways of doing this

that everyone has different strengths
that jobs help people to earn money to pay for things
different jobs that people they know or people who work in the community do
about some of the strengths and interests someone might need to do different jobs

Tooting Primary School RSE and PSHE Curriculum

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Understand that families can include a range of people. Understand who their friends are and what people like to do with friends. Describe what people might look like if they are feeling: angry, scared, upset or worried. Identify ways of responding to this by either offering help or giving them space. Understand the skills needed to work together in a group. Understand that friendships can have problems and learn ways to overcome these problems. Understand how the actions of others can affect people. Explain what a stereotype is	Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. Describe situations which may provoke certain feelings. Describe their own qualities and strengths and recognise something they want to get better at. Describe their bedtime routine, explaining why sleep is important. Explain how rest and relaxation affects our bodies, including mental functions. Identify examples where they could use relaxation to help manage difficult emotions. Understand that germs can be spread via our hands. Know how to wash their hands properly. Know the three things they need to do when out in the sun to keep safe. Know people can be allergic to certain things and how to help with an allergic reaction. Understand that there are a range of people who help to keep us healthy.	Know a number of adults in school. Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Understand ways to keep safe and not get lost and know the steps to take if they do get lost. Know the number for the emergency services and their own address. Understand that some types of physical contact are never acceptable. Know what can go into or onto the body and when they should check with an adult. Understand that there are hazards in houses and know how to avoid them. Understand and name jobs that people do to help keep us safe.		Explain why the class and school rules are important. Discuss the different needs of a range of pets. Describe some of the needs of babies and young children. Recognise some similarities and differences between themselves and others. Identify some groups which they belong to. Recognise that different individuals belong to different groups. Explain why voting is a fair way to make a decision involving a lot of people.	Explain how children might get money. Explain some different ways to keep money safe. Discuss the role of banks and building societies. Recognise that people may make different choices about spending or saving. Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.
Vocabulary	behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype	allergy, emotions, feelings, germs, ill (poorly), qualities, relax	accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust		care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Understand that families offer love and support and that different families may be made up of different people. Consider what friends may be thinking and feeling in different situations. Recognise some issues that may occur in friendships and which of these may need adult help to resolve. Understand that expectations of manners may change according to the situation. Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. Explain what gender stereotypes are in relation to careers.	Use multiple colours in a diagram to show how they can feel more than one emotion at a time. Describe how they would feel in a particular situation and understand that not everyone feels the same. Understand the effect of physical activity on their body and mind. Describe energetic physical activities that they enjoy. Describe the positive effects of relaxation and know there are different ways to relax. Know how to use breathing exercises to relax. Recognise and describe what they are good at and what skills they would like to develop. Create a complete ladder detailing achievable steps which work towards a goal. Explain what a growth mindset is. Use strategies to stay calm during trick challenges. Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. State what ingredients they can see on a dish and compare them with the food pyramid. Understand what helps to keep teeth healthy.	Understand how the internet can be used to help us. Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. Understand what a secret is and what a surprise is. Know the name of parts of the body, including those of the private parts for their gender. Explain the PANTS rule. Understand how to keep safe near roads. Explain the rules for crossing the road. Understand when we should take medicines that can help us feel better when we are unwell.		Recognise that different rules apply in different situations. Explain what makes a good school environment. Recognise that everyone in school has a responsibility to maintain the school environment. Identify some jobs that people do to keep the local area pleasant. Recognise some local job roles that help the community. Recognise similarities and difference between people in the local community. Explain that differences should be respected. Explain how the school council works. Share their opinions on things that matter	Explain some ways adults get money. Discuss the role of bank account cards. Recognise wants and needs. Recognise the difference between a want and a need. Identify their skills and talents Identify ways to develop their skills and talents. Explain why treating people equally and inclusively is important.
Vocabulary	friendship, love, manners, feelings, emotions, family, stereotype, respect	diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths	Medicine, pedestrian, private, secret, surprise		election, environment, identity, job, opinion, school council, volunteer, vote	bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, transaction, wages, want, withdraw

KS2

Curriculum Framework

Health and Wellbeing: Children will learn...

how to make informed decisions about health about the elements of a balanced, healthy lifestyle about choices that support a healthy lifestyle, and recognise what might influence these how to recognise that habits can have both positive and negative effects on a healthy lifestyle about what good physical health means; how to recognise early signs of physical illness about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others about why people choose to use or not use drugs (including nicotine, alcohol and medicines); about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing to recognise that feelings can change over time and range in intensity about everyday things that affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming how to predict, assess and manage risk in different situations about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact about what is meant by first aid; basic techniques for dealing with common injuries

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) that for some people gender identity does not correspond with their biological sex to recognise their individuality and personal qualities to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction about the physical and emotional changes that happen when approaching and during puberty about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for about where to get more information, help and advice about growing and changing, especially about puberty about the new opportunities and responsibilities that increasing independence may bring strategies to manage transitions between classes and key stages

Relationships: Pupils learn...

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face the importance of seeking support if feeling lonely or excluded

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support about discrimination: what it means and how to challenge it about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); about why someone may behave differently online, including pretending to be

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or

Tooting Primary School RSE and PSHE Curriculum

that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

that a feature of positive family life is caring relationships; about the different ways in which people care for one another

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others how friendships can change over time, about making new friends and the benefits of having different types of friends that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

support courteous, respectful relationships to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Learning Opportunities in Living in the Wider World: *Pupils learn...*

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

about the relationship between rights and responsibilities

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

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)

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

about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate

against others; ways of responding to it if witnessed or experienced

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 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

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age.	Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. Understand the different aspects of their identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. Understand the benefits of healthy eating and dental health.	Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the best ways to avoid being tricked by fake emails. To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.		Explain that children have rights and how these benefit them. Explain the responsibilities adults have for supporting children's rights. Discuss the benefits of recycling. Recognise some of the different groups within the local community and how they use local buildings. Explain how charities support the local community. Describe how democracy works locally and how this affects us. Recognise the need for rules and the consequences of breaking rules. To understand the UN Convention on the Rights of the Child.	Describe how different payment methods may be used in given scenarios. Suggest why specific payment methods might be more beneficial. Explain what a budget is and how we can benefit from budgeting. Identify how they would feel in a money scenario. Understand the impact our spending choices can have on others and the environment. Understand that a wide range of jobs are available. Know that skills and interests lead people to certain jobs. Know that job stereotypes sometimes exist but these should not limit anyone.
Vocabulary	Bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust	alone, balance, barriers belonging, identity, lonely, resilience	allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries		charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN)	account, assumption, budget, career, continuum, digital trade, fair trade, feeling, profession, stereotype

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Understand that manners vary in different situations. Understand boundaries in friendships, including physical boundaries and expectations. Understand that what they do and say affects other people. Understand the impact of bullying and the role bystanders can take. Recognise male and female stereotyped characters. Understand that stereotypes about disabilities are usually untrue. Understand that families are all different and they offer each other support but sometimes they can experience problems. Know what bereavement is and how to support someone who has experienced a bereavement.	Identify and share key facts about dental health. Describe a calm place that helps them to feel relaxed. Describe how they feel when they make a mistake and explain what can be learned from making mistakes. Write or describe their strengths and how they could use these in school. Describe what makes them happy, suggesting how they could work towards this as a goal. Explain that there are some things they can control and others they cannot. Understand the range of emotions we can experience. Understand what mental health is and that sometimes people might need help.	Understand the reasons for legal age restrictions. Understand how quickly information can spread on the internet and some of the risks associated with that. Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. Understand the difference between private and public, and secrets and surprises. Understand how search engines work and whether information is useful. Understand the changes they have already gone through and aware of some changes to come. Understand that they will change physically as they develop into adults. Understand some of the risks of smoking and some of the benefits of being a non-smoker. To understand that there are risks to sharing things online. To know the difference between private and public. To understand the risks associated with smoking tobacco. To understand the physical changes to both male and female bodies as people grow from children to adults. To know that asthma is a condition that causes the airways to narrow.		Understand what human rights are and why they are important. Understand how reusing items benefits the environment. Understand the range of groups that exist in the wider community. Understand how community groups can focus on different areas of interest. Understand that diversity supports a community to work effectively. Understand the role of local councillors. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups that make up the local community.	Identify and justify items they consider good value for money. Identify multiple factors that influence whether something is good value for money. Understand the importance of tracking spending. Identify different ways to keep money safe. Identify a range of influences on job choices. Suggest ways to respond to certain influences over career choices. Identify different reasons why people might change careers Suggest proactive steps that can be taken to challenge and overcome these stereotypes.
Vocabulary	act of kindness, authority, bereavement, boundaries, bystander, permission	emotions, fluoride, healthy intense emotions, mental health, relaxation, resilience, skill, visualise	Age restriction, Asthma, Law, Private, Protect, Public, Tobacco		authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations (UN), volunteer	bank account, bank statement, career, career satisfaction, influence, password, perspective, satisfaction, security, value for money

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Describe what qualities a good friend should have and recognise which of these they have and which they could develop. Recognise that friendships have ups and downs and this is normal. Understand what marriage is and know that it is a choice people make. Understand that we all have a range of attributes that make us who we are and we should be proud of these. Understand that sometimes families can make children feel unhappy or unsafe. Understand why someone might bully others. Understand that attitudes and laws around gender equality have changed over time. Understand that stereotypes exist and these can lead to discrimination.	Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel. Describe how they can get a good night's sleep and explain why this is important. Describe why they should embrace failure. Describe a strategy to help manage feelings of failure and to help them to persevere. Set themselves goals and consider how they will achieve them. Describe a range of feelings and suggest two ways of dealing with a difficult situation. Demonstrate an understanding of what calories are and how to use them to help plan healthy meals. Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.	Understand what is safe to share online and what to do before sending a message. Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Accurately name all the relevant parts of the body. Understand the changes their own gender will go through during puberty. List the range of changes they will go through during puberty. Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. Understand that other people can influence our decisions but we have the right to make our own choices.		Understand what happens when someone breaks the law. Understand what rights are and that freedom of expression is one of these rights. Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. Understand how people contribute to society and how this is recognised. Understand the role of pressure groups. Understand the basics of how parliament works including the parts of parliament.	Prioritise needs over wants. Manage a weekly budget. Understand the responsibilities and consequences of borrowing and loaning. Recognise the risks and considerations associated with spending money online. Explain why workplace stereotyping needs to be challenged. Describe how interests and skills align with future careers.
Vocabulary	attributes, bullying, bystander, cyberbullying, marriage, secret, wedding	fail, goal, protect, relaxation, responsibility, steps	acquaintance, bladder, bleeding, choice, consent, decision, friend, head injury, influence, peer pressure		defendant environment, freedom of expression, government, House of Commons, human rights, judge, jury, Member of Parliament (MP), parliament, pressure group, Prime Minister, trial	allocate, borrow, commitment, expenditure, impact, income, loan, prioritise, repayment, risk

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Families and Relationships	Health and Wellbeing	Safety and the Changing Body		Citizenship	Economic Wellbeing
Learning Outcomes	Understand that everyone can expect a level of respect but this can be lost. Understand what respect is and how they should be respected. Understand how stereotypes influence our ideas and opinions. Understand a range of stereotypes and share this information effectively. Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. Understand the term grief and describe some of the associated emotions.	Describe qualities or values they want to develop and create achievable goals. Describe the importance of relaxation and suggest different strategies. Describe how they take care of their physical wellbeing. Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. Describe what resilience is, why it is important and some useful resilience strategies. Understand how vaccination works and why it is important to individuals. Understand that habits can be good or bad for health. Understand that changes in their body could indicate illness and know what to do if they notice them.	Understand some of the reasons adults decide to drink or not drink alcohol. Understand some ways to check that a news story is real. Understand how they should behave online and the impact negativity can have. Understand of changes that take place during puberty. Understand the menstrual cycle and that a male and a female are needed to conceive a baby. Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given. To know where to get help with online problems. To understand the risks associated with drinking alcohol. To understand how a baby is conceived and develops. To know how to conduct a primary survey (using DRSABC).		Understand that education is a human right and why education is important. Understand some environmental issues relating to food and food production. Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. Understand what prejudice and discrimination are and why and how they should be challenged. Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government. To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.	Understand feelings about money and the impact they can have. Explain how to safeguard money in both digital and physical environments. Know the money changes when moving to secondary school. Understand the risks of gambling. Explain how careers function in different settings and what roles and responsibilities come with them. Explore different career routes and their requirements. Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios.
Vocabulary	authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype	antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination	Alcohol, Bladder, Cyberbullying, Internet trolling, Voice breaking		authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype	earnings, educational, requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace