

PSHCE & RSE- End Points Planning Document



Our Vision: To understand their impact on the wider world and themselves in how they build relationships, lead healthy lifestyles and support themselves and others effectively throughout their life.

DfE Relationships and Health Education statutory requirements	Disciplinary Knowledge: Progressive skills	Disciplinary Knowledge: Progressive skills	Disciplinary Knowledge: Progressive skills	Progressive vocabulary and Resources
	Progressive skills may be used to support End Points. This will depend on cohort and class needs	Scarf Lessons and Links	End Points are our objectives that all children will work towards to achieve subject outcomes.	

Year R

Personal, Social and Emotional Development (PSED)

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- 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.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

Exercise, wash, brush teeth, toothbrush, toothpaste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules

- Show sensitivity to their own and to others' needs.

EYFS use the SCARF Curriculum in order to meet the end points of the EYFS Framework

Year 1

<p>HEALTH & WELLBEING: Pupils should know what constitutes a healthy diet</p> <p>Characteristics of poor diet, risks of unhealthy eating (teeth/obesity)</p> <p>Mental and physical benefits of active lifestyle</p> <p>Importance of regular exercise, how to achieve it</p> <p>Importance of good sleep</p> <p>Importance of personal hygiene,</p>	<p>Understanding what healthy means and different ways to keep healthy (H1) to include eat well (H2)</p> <p>Why sleep is important and ways to relax (H4)</p> <p>How keeping physically active to stay healthy; ways to do this (H3)</p> <p>Understanding who helps us stay physically healthy; that medicines (including vaccines and allergic reaction support) help people stay healthy (H6)</p> <p>Hygiene routines to stop the spread of germs (H5)</p>	<p><i>(Healthy Lifestyles)</i> Healthy me Eat well I can eat a rainbow</p> <p>Super Sleep</p> <p>My body needs... What does my body do?</p> <p>Harold's bathroom Harold's postcard</p> <p>Harold's wash and brush up Catch it! Bin it! Kill it!</p>	<p>Can I recall the importance of health and to do be healthy I must think about my diet, my personal hygiene, keeping clean including my teeth and getting sufficient sleep?</p> <p>Can I discuss a range of strategies which will support me to do this?</p> <p>Can I describe ways to stay physically active and how I can do this both in and out of school?</p> <p>Can I recall which household medicines and drugs are helpful and can recognise ones which are harmful?</p> <p>Can I describe what a vaccination is and understand some people have allergies?</p> <p>Can I describe the routine I should use to prevent the spread of germs?</p>	<p>Diet, Salt, Sugar, tooth decay, dentist</p> <p>Relaxation, Breathing technique</p> <p>Exercise, routine, physical activity, fitness, heart rate, sports</p> <p>Medicine, vaccine, immunisation, allergy, harmful substance, correct dose, supervision</p> <p>Catch it! Bin it! Kill it! Germ, bacteria, virus</p>
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<p>handwashing, germs</p> <p>Facts and science related to allergies immunisation and vaccination</p>				
<p>MENTAL HEALTH: Mental wellbeing is a normal part of life like physical health</p> <p>There's a normal range and scale of human emotions</p> <p>To recognise and talk about their emotions and have words to do this</p> <p>To judge if how they feel is appropriate and proportionate</p>	<p>Understanding humans have different feelings (H11); how to recognise and name these (H12);</p> <p>Understand that feelings can affect people's bodies and how they behave (H13);</p> <p>To recognise what others might be feeling (H14);</p> <p>Understanding different things they can do to manage big feelings to help calm down or change their mood if they don't feel good (H18)</p>	<p><i>Healthy Lifestyles</i> Our feelings</p> <p><i>Feelings and Emotions</i> Thinking about feelings Harold has a bad day Feelings and Bodies</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips;</p> <p>https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I say what good mental health means having a healthy and happy brain and that sometimes just like physical illness our brains can get unwell?</p> <p>Can I talk about how I might feel in a variety of situations?</p> <p>Can I recognise positive feelings and negative ones?</p>	<p>Mental health, brain, feelings, sad, happy, angry, frustrated, jealous, upset, pleased, lonely, crying, shouting, hurting, temper, mood, calm, strategy</p>

<p>How to stay mentally well and happy and simple self-care techniques associated with this</p>				
<p>GROWING AND CHANGING: Simple self-care techniques associated with mental wellbeing</p>	<p>Understand what makes them special and unique (H21 & 22)</p> <p>Identifying what they are good at – likes and dislikes (H23 & H24)</p> <p>About growing and changing from young to old and how people’s needs change (H26)</p>	<p><i>Growing and changing</i></p> <p>Harold learns to ride his bike</p> <p>Then and now</p> <p>Inside my wonderful body Taking Care of a baby</p> <p>P4C – Cross-curricular resource https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</p> <p>RE – cross-curricular links</p>	<p>Can I recall the importance to having things I feel good doing and help me feel confident and successful?</p> <p>Can I appreciate that people are different and have different talents and we should not judge other people?</p> <p>Can I understand as we grow up our bodies change and so do our needs, for example they can see ways they are able to demonstrate independence as they grow?</p> <p>Can I understand the very young and very old may be less independent and need care of others for basic survival needs?</p>	<p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes</p>
<p>KEEPING SAFE: The facts about legal harmful substances and the risks</p>	<p>To recognise the risk in simple everyday situations (H29)</p>	<p><i>Keeping Safe</i> Harold loses Geoffrey</p> <p>FIRE BRIGADE VISIT</p>	<p>Can I understand the symbols that appear on household bottles that remind me substances are harmful?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, fire brigade,</p>

<p>How to make a clear, efficient call to the emergency services</p> <p>Where and how to seek adult support</p>	<p>Staying safe at home electrical appliances and fire safety and household products that are harmful (H30)</p> <p>People whose job it is to keep us safe (H33)</p> <p>How to get emergency help (dial 999) and what to do if someone is hurt in an accident (H36)</p>	<p>Who can help?</p> <p>What could Harold do?</p>	<p>Can I recall that appliances can be dangerous and electricity can result in an electric shock?</p> <p>Can I remember not to touch items that are hot on my own and the fire risks of this?</p> <p>Can I say what number I would phone and how in an emergency and they can begin to discuss what they would do if someone was seriously hurt or there was fire?</p> <p>Can I recall roles/jobs in our community of people who can help us?</p>	<p>emergency services,</p>
<p>STATUTORY RSE: Families and people who care for me (family life, commitment, love, security, stability, respecting difference and appreciating similarities)</p>	<p>Be able to identify the people who love and care for them and what they do to help them feel cared for (R2)</p> <p>To understand there are different types of families (R3) (L6 – Recognising difference)</p>	<p><i>Feelings and Emotions</i> Who are our special people?</p> <p><i>Valuing difference</i> Same or different NEEDS ADDITION</p> <p>Good friends It is not fair</p> <p><i>Feelings and Emotions</i> Thinking about feelings-(Repeat) <i>Healthy Relationships</i> Surprises and secrets Unkind, tease or bully?</p>	<p>Can I talk about my family and who the different people are and how they look after me?</p> <p>Can I appreciate not all families are the same and that is ok because there is a commonality of love and care?</p> <p>Can I start to appreciate what friendship is and the qualities associated with friendship?</p> <p>Can I start to be able to discuss the world from another person's</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening, discussion, fairness, jealousy, resolving conflict, feeling, hurtful behaviour, stereotype, loneliness,</p>

<p>Caring friendships How to choose and make friends, characteristics of friendship and dealing with differences, understanding loneliness and exclusion, repairing friendship, violence is never right, how to deal with unhappy and uncomfortable situations, managing conflict</p> <p>Respectful relationships Respectful relationships, self-respect. Respecting difference, all types of bullying, stereotypes,</p>	<p>To identify common features of family life (R4) About how people make friends and good friendship (R6) Simple strategies to resolve arguments (R8) That bodies and feelings can be hurt by words (R10) Understand how people may feel if they experience hurtful behaviour or bullying (R11) How to report and who to tell (R12)</p> <p>ONLINE BULLYING-CROSS-CURRIC ICT</p> <p>Respecting privacy and private body parts (R13) How to respond if physical contact makes them feel uncomfortable or unsafe (R16) How to listen and work co-operatively (R24)</p>	<p>Who can help?</p> <p>ANTI BULLYING WEEK- November</p> <p><i>Growing and changing</i> Keeping our privates private! <i>Healthy Relationships</i> Good or bad touches? How are you listening? Pass on the praise! Additional resource on privacy – PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p> <p>Tackling racism –</p> <p>Amazing Grace book stimulus</p> <p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources</p> <p>https://anti-bullyingalliance.org.uk/tools-information</p>	<p>perspective and are begin to develop empathy?</p> <p>Can I suggest ways to resolve conflict between friends and utilise these strategies?</p> <p>Can I understand about both hurtful, unkind behaviour and bullying and that there is a difference but both are very destructive for people?</p> <p>Can I understand being different from each other is ok, and start to understand what racism means and how words and behaviour can be unknowingly racist?</p> <p>Can I talk about where I would get help if I felt hurt, upset or bullied by someone?</p> <p>Can I rehearse giving praise to one another and understand how it feels to receive and give praise, also that praise of someone else doesn't undermine their own achievements?</p>	<p>exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective, hurtful, destructive, racism, private parts, appropriate, inappropriate</p>
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<p>permission-seeking in relationships</p> <p>Online relationships</p> <p>People can behave differently online, staying safe online, risks, data sharing online</p> <p>Being safe</p> <p>What boundaries are appropriate with peers and friends, privacy, bodies-</p>	<p>How to talk and share opinions that matter to them (R25)</p>			
<p>LIVING IN THE WIDER WORLD:</p> <p>Benefits of the internet</p> <p>Benefits of rationed online time and risks excessive time</p>	<p>What rules are there and why do we need them? (L1)</p> <p>How to care for people and different needs (L2)</p> <p>About different roles and responsibilities in the community (L5)</p>	<p><i>Rules, rights and responsibility</i></p> <p>Why we have classroom rules</p> <p>Taking care of something</p> <p>Our special people</p> <p>Safer Internet day- February</p> <p>CEOP FILM - https://www.youtube.com/watch?v=nMUbHuffO8</p>	<p>Can I appreciate why different places have rules for acceptable behaviour?</p> <p>Can I understand the way I should behave online and why certain things are restricted?</p> <p>Can I recall the roles of people in the community who help me?</p>	<p>Rules, age-restriction, money, bank, value, job, internet, appropriate, inappropriate</p>

<p>on electronic devices</p> <p>The importance of age restriction</p> <p>How to report concerns from online issues</p>	<p>ONLINE SAFETY – CROSS-CURRIC ICT</p> <p>How digital devices can be used safely (L7)</p> <p>The role of the internet (L8)</p> <p>Not all information online is true (L9)</p> <p>What money is and where it comes from (L10)</p> <p>That money must be looked after and how (L13)</p> <p>The role of jobs to earn money and what jobs people can have (L14-17)</p>	<p>Internet Additional resources</p> <p>https://www.childnet.com/resources/smartie-the-penguin</p> <p>https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p><i>Wider world- Money</i></p> <p>Harold’s money</p> <p>How should we look after money?</p> <p>Additional Resource</p> <p>https://www.bankofengland.co.uk/education/education-resources/money-and-me</p>	<p>Can I explain where I would seek help for various issues?</p> <p>Can I identify types of money and associate it with value and care?</p>	
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Year 2

<p>HEALTH & WELLBEING:</p> <p>Pupils should know what constitutes a healthy diet</p> <p>Characteristics of poor diet, risks of unhealthy eating (teeth/obesity)</p>	<p>Understanding healthy eating and the risks of too much sugar (H2)</p> <p>Dental care and the importance of brushing teeth; eating and drinking to support dental health (H7)</p> <p>Ways to learn and play; knowing when to take a</p>	<p><i>Healthy lifestyles</i></p> <p>My day</p> <p>Harold’s bathroom</p> <p>Harold’s postcard</p> <p>My body needs...</p> <p>What does my body do?</p> <p>Not covered by SCARF – See BOOTs Soltan links and website</p>	<p>Can I say why it’s important to be healthy and to do be healthy I must think about my diet, my personal hygiene, keeping clean including my teeth and getting sufficient sleep?</p> <p>Can I discuss a range of strategies which will support me to do this?</p> <p>Can I say ways to stay physically active and how I can do this both in and out of school?</p>	<p>Diet, Salt, Sugar, tooth decay, dentist</p> <p>Relaxation, Breathing technique</p> <p>Exercise, routine, physical activity, fitness, heart rate, sports</p> <p>Medicine, vaccine, immunisation,</p>
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<p>Mental and physical benefits of active lifestyle</p>	<p>break from TV and online (H9)</p> <p>Sun safety and protecting our skin (H8)</p>		<p>Can I recall which household medicines and drugs are helpful and can recognise ones which are harmful?</p> <p>Can I recall what a vaccination is and understand some people have allergies?</p> <p>Can I describe the routine I should use to prevent the spread of germs?</p>	<p>allergy, harmful substance, correct dose, supervision</p> <p>Catch it! Bin it! Kill it!</p> <p>Germ, bacteria, virus</p>
<p>MENTAL HEALTH: Simple self-care techniques associated with mental wellbeing</p>	<p>To recognise not everyone feels the same at the same time or feels the same about the same things (H15); to learn a range of words to describe feelings and ways to share them (H16); understanding the factors that can help people feel good (H17); to recognise when they need help with feelings –big feelings and how to ask for it(H19);</p>	<p><i>Feelings and Emotions</i> How are you feeling today? How do we make others feel? My special people Being a good friend Let’s all be happy!</p> <p><i>Rules, rights and responsibilities</i> When I feel like erupting</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips; https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I start to recognise how I feel and make others feel?</p> <p>Can I recall who the special people around me are?</p> <p>Can I recognise signs associated with anger and know strategies to manage anger?</p> <p>Can I appreciate some feelings are sad and associated with loss and understand possible ways to feel better?</p>	<p>Mental health, brain, feelings, sad, happy, angry, frustrated, jealous, upset, pleased, lonely, crying, shouting, hurting, temper, mood, calm, strategy</p>

	understanding about change and loss (including death) the feelings associated with it and possible ways to feel better (H20).			
GROWING AND CHANGING:	<p>To name the main parts of the body (inc external genitalia) (H25)</p> <p>Growing and changing from young to old and how people's needs change (H26)</p> <p>Prepare to move to a new class and year group (H27)</p>	<p><i>Growing and Changing</i> My body, your body</p> <p>Haven't you grown</p> <p>Sam moves away You can do it!</p> <p>Additional resource – GHLL PINK CURRICULUM Additional resource on privacy – PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p>	<p>Can I name the main parts of the body including external genitalia?</p> <p>Can I say what parts of the body are private?</p> <p>Can I understand people change as they grow older?</p> <p>Can I understand change is part of life and moving and changing year groups is ok?</p>	<p>Vulva, vagina, penis, testicles, genitalia, private parts</p> <p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes</p>
KEEPING SAFE: Boundaries of friendships in a digital context The rules and principles of staying safe online, how to	<p>Age restrictions and rules to keep us safe (H28) Online safety- personal information and telling a trusted adult if you are scared (H34)</p>	<p><i>Healthy relationships</i> Feeling safe</p> <p>Safer Internet day- February</p>	<p>Can I recall the risks of using the internet and how to stay safe and what to do if I am worried about an online issue?</p> <p>Can I recall how to stay safe at the beach, how to cross the road and what to do if I get lost somewhere?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, fire brigade, emergency services,</p>

<p>recognise risks and harmful content and how to report it.</p> <p>How to use best practise to stay safe and maintain online privacy</p> <p>The facts about legal harmful substances and the risks</p> <p>How to make a clear, efficient call to the emergency services</p> <p>Where and how to seek adult support</p>	<p>ONLINE SAFETY – CROSS-CURRIC ICT</p> <p>Staying safe in an unfamiliar environment (beach, pool, shopping centre, road crossing) (H32)</p> <p>Household products (inc medicine) how to use safely (H31)</p> <p>What to do if there is an accident and someone is hurt (H35)</p>	<p><i>Keeping Safe</i> How safe would you feel? Visit RNLI What should Harold say?</p> <p>Harold’s picnic</p> <p><i>Living wider world- Rules, rights, responsibility</i> Basic First Aid</p>	<p>Can I understand what products around the home are unsafe to use including medicine?</p> <p>Can I remember what to do in an emergency – calling 999?</p> <p>Can I recall who my trusted adults are to help support me?</p>	
<p>RELATIONSHIPS:</p>	<p>Understand the roles different people play in our lives (R1) That it is important to tell a trusted adult if something about their family</p>	<p><i>Feelings and emotions</i> My special people <i>Healthy Relationships</i> Should I tell?</p> <p>A helping hand <i>Feelings and emotions</i> Being a good friend</p>	<p>Can I recognise when a friend is feeling sad or isolated and I know what to do about it?</p> <p>Can I understand what bullying means and how it can be hurtful to people and make them sad?</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening,</p>

	<p>makes them unhappy/worried (R5) How to recognise if someone is lonely (R7) How to ask for help if friendship is making them unhappy (R9)</p> <p>Bodies and feelings can be hurt by words and actions (R10) How to respond if physical comfort makes them uncomfortable or unsafe (R16)</p> <p>How people may feel if they experience bullying (R11) Basic techniques for resisting pressure (R19)</p> <p>ONLINE BULLYING-CROSS-CURRIC ICT</p> <p>Hurtful behaviour on and offline</p>	<p>Let's all be happy</p> <p>Fun or not?</p> <p><i>Healthy relationships</i> I don't like that! Bullying or teasing? Don't do that! ANTI BULLYING WEEK- November Types of bullying</p> <p>Some secrets should never be kept</p> <p><i>Rules, rights and responsibilities</i> Getting on with others When someone is left out</p> <p>NOTE NEEDS ADDITIONAL RESOURCE Safer Internet day- February</p> <p><i>Keeping Safe</i> Respecting Privacy</p> <p>Feeling safe</p> <p>Acts of kindness</p> <p>Getting on with others</p>	<p>Can I say how I can be a good friend?</p> <p>Can I say when a secret should be kept but when it is right to share and who I can tell?</p> <p>Can I understand how people can put pressure on me to do things I don't want to and who to tell about it?</p> <p>Can I appreciate some people are different to me and am learning to respect difference?</p>	<p>discussion, fairness, jealousy, resolving conflict, feeling, hurtful behaviour, stereotype, loneliness, exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective, hurtful, destructive, racism, private parts, appropriate, inappropriate</p>
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	<p>teasing, name calling deliberately excluding others is unacceptable; how to report (R12)</p> <p>To not keep adult secrets (except happy surprises) (R18)</p> <p>People may behave differently online – including being someone they are not (R14)</p> <p>To recognise and respect privacy and that some parts covered by underwear are private (R13)</p> <p>How to respond safely to adults they don't know (R15)</p> <p>What to do if you feel unsafe or worried (R20)</p> <p>Can I appreciate kind and unkind behaviour? (R21)</p>	<p>What makes us who we are?</p> <p>Additional resource on privacy – PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p> <p>Tackling racism –</p> <p>Amazing Grace book stimulus</p> <p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources</p> <p>https://anti-bullyingalliance.org.uk/tools-information</p>		
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	<p>Treating themselves and others with respect (R22)</p> <p>Can I recognise how I am the same and different to others? (R23)</p>			
<p>LIVING IN THE WIDER WORLD:</p>	<p>Can I recognise how I can help look after my environment? (L3)</p> <p>What rules are and why they are needed. (L1)</p> <p>Using the internet safely – not all information is true (L7, L8, L9)</p> <p>Can I appreciate people make different choices about how to spend and save money? The difference between needs and wants (L11, L12)</p>	<p>How can we look after our environment?</p> <p>Our classroom 1 and 2</p> <p><i>Wider world- Money</i></p> <p>Harold saves for something special</p> <p>Harold goes camping</p> <p>Safer Internet day- February</p> <p>CEOP FILM - https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>Internet Additional resources</p> <p>https://www.childnet.com/resources/smartie-the-penguin</p> <p>https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>Additional Resource</p>	<p>Can I look after the environment around me ?</p> <p>Can I explain the importance of rules to keep me safe and what rules are meant for.</p> <p>Can I start to understand the value of money and how somethings may need to be saved for?</p>	<p>Rules, age-restriction, money, bank, value, job, internet, appropriate, inappropriate</p>

<https://www.bankofengland.co.uk/education/education-resources/money-and-me>

Year 3

HEALTH & WELLBEING:

I can make informed decisions about health; about the elements of a balanced and healthy lifestyle and the choices that support it.

I know what good physical health is and early signs of illness

What contributes to a healthy diet. The risks associated with poor diet including obesity and tooth decay.

The benefits of regular exercise to physical and mental health and the risks of an inactive lifestyle

Derek Cooks Dinner

Poorly Harold

Body Team work

Can I say how to live healthily, including diet and physical fitness?

Can I stay well and know the signs of illness?

Can I recall what a balanced diet is and the risks of having a bad diet?

Balanced diet, 5 a day, obesity, tooth decay, illness, physical health, doctor, medicine, exercise

<p>MENTAL HEALTH: Simple self-care techniques associated with mental wellbeing</p>	<p>Everyday things that affect feelings and the importance of expressing them</p> <p>Beginning to understand loss</p>	<p>ADDITIONAL RESOURCE REQUIRED -</p> <p>Losing a Pet</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips;</p> <p>https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I understand mental health is about looking after our brains?</p> <p>Can I name my feelings including those associated with love and loss?</p>	<p>Mental health, brain, 5 ways to wellbeing, feelings, death, loss</p>
<p>GROWING AND CHANGING:</p>	<p>About personal identity. What contributes to who we are – ethnicity, family, gender, faith, culture, hobbies</p> <p>To recognise individuality and personal qualities</p>	<p>Our friends and neighbours</p> <p>My community</p> <p>I am Fantastic</p> <p>Top Talents</p> <p>P4C – Cross-curricular resource</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</p> <p>RE – cross-curricular links</p>	<p>can I appreciate the world is diverse and that this is positive to society?</p> <p>Can I appreciate who I am but also celebrate the difference in others around me?</p> <p>Can I see the positives in myself and discuss my talents?</p>	<p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes, ethnicity, gender, culture, faith, death</p>

<p>KEEPING SAFE:</p>	<p>How to respond and react in an emergency situation. What situations might involve the emergency services. How to contact them and what to say.</p> <p>The risks and effects of legal drugs common to everyday life. Understand drug use can be a habit</p> <p>Staying Safe online</p>	<p>Danger or Risk?</p> <p>Safe or Unsafe?</p> <p>The risk robot The Raisin Challenge</p> <p>Alcohol and cigarettes the facts</p> <p>Help or Harm?</p> <p>Super Searcher</p>	<p>Can I recall that certain activities contain risk and how to consider this and take time to do things safely?</p> <p>Can I remember how to seek help for certain dangers and who my safe adults are?</p> <p>Can I call the emergency services and ask for help?</p> <p>Can I explain that certain legal drugs can actually be bad for our bodies?</p> <p>Can I stay online and seek help if I feel worried?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, alcohol, cigarettes, vaping, fire brigade, emergency services, online, internet, privacy settings, safety, risk</p>
<p>STATUTORY RSE:</p>	<p>Recognise there are different types of relationships – friends, family, online etc</p> <p>About marriage and civil partnership</p> <p>Two people who love and care for each other can live together or apart</p>	<p>Relationship Tree</p> <p>Family and friends</p>	<p>Can I appreciate relationships are different with different people?</p> <p>Can I appreciate marriage and civil partnerships are a long-term commitment but people who love each other can also live in other ways?</p> <p>Can I appreciate the importance of family and friends to positive living?</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening, discussion, fairness, jealousy, resolving conflict, feeling, hurtful behaviour, stereotype, loneliness,</p>

<p>A feature of positive family life is caring relationships and how this can manifest</p> <p>To recognise and respect different family structures and that all types of family can give love, security and stability</p> <p>How friendships change over time and the benefits of having different types of friends</p> <p>Friendships have ups and downs – how to reconcile disputes positively and safely</p> <p>The impact of bullying online and offline and the consequences of hurtful behaviour</p> <p>Strategies for how to respond to</p>	<p>Let's celebrate our differences</p> <p>Friends are special</p> <p>Looking after our special people</p> <p>Tangram Team Challenge</p> <p>Getting on with your nerves</p> <p>Zeb</p> <p>How can we solve this problem?</p> <p>None of your business</p>	<p>Can I understand the importance of friendship to feeling happy and that friendships can be different and can change over time?</p> <p>Can I understand what bullying is, how it can affect people and how to report it?</p> <p>Can I understand that personal space is important and encroaching on people's personal space can be irritating or wrong?</p> <p>Can I understand physical contact can be unwanted to must seek permission for it?</p> <p>Can I remember secrets should not be kept and how to share them?</p> <p>Can I listen respectfully to different opinions and challenge them in a way that is positive if I disagree?</p>	<p>exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective, hurtful, destructive, racism, private parts, appropriate, inappropriate, racism, discrimination</p>
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	<p>hurtful behaviour, how to report and get support</p> <p>Privacy and Personal boundaries</p> <p>Different types of physical contact – what is acceptable, unacceptable and how to respond</p> <p>About keeping things confidential or secret – when it is right and wrong</p> <p>To listen and respond respectfully to a wide range of people including those whose beliefs may differ from their own</p> <p>ONLINE BULLYING-CROSS-CURRIC ICT</p>	<p>Body Space</p> <p>Secret or surprise</p> <p>For or Against</p> <p>Respect and challenge</p> <p>ANTI BULLYING WEEK- November</p> <p>Tackling racism – ADDITIONAL RESOURCE REQUIRED</p> <p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources</p> <p>https://anti-bullyingalliance.org.uk/tools-information</p>	<p>Can I say why racial discrimination is wrong and how certain comments can be hurtful or illegal?</p>	
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<p>LIVING IN THE WIDER WORLD:</p>	<p>To recognise the reasons for rules and law and the consequences of not adhering to these</p> <p>To value contributions different people and groups make to a community</p> <p>About diversity and the benefits of living in a diverse community</p> <p>Staying Safe Online (repeats above)</p> <p>About the ways to pay for things and choices about money</p> <p>Different attitudes of people towards spending or saving – ‘good value for money’</p>	<p>Rules</p> <p>Let’s Have a Tidy UP</p> <p>Harold’s environment project</p> <p>Earning Money</p> <p>Can Harold afford it?</p> <p>Helpful Volunteers</p> <p>Safer Internet day- February</p> <p>CEOP FILM - https://www.youtube.com/watch?v=nMUbHuffO8</p> <p>Internet Additional resources https://www.childnet.com/resources/smartie-the-penguin https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p><i>Wider world- Money</i></p> <p>Additional Resource https://www.bankofengland.co.uk/education/education-resources/money-and-me</p>	<p>Can I understand why rules are made for certain parts of life?</p> <p>Can I understand it is important to look after the world around me?</p> <p>Can I begin to understand money?</p> <p>Can I recall there people in society who help and give their time for free?</p>	<p>Rules, law, legal system, environment, money, finance, bank, debt</p>
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<p>HEALTH & WELLBEING:</p>	<p>How to make informed choices about being healthy</p> <p>How medicines used responsibly contribute to health including vaccinations and allergy management</p>	<p>Who helps us stay healthy and safe</p> <p>SCARF Hotel</p>	<p>Can I understand how different people in the school and local community help them stay healthy and safe?</p> <p>Can I define what is meant by 'being responsible'?</p> <p>Can I describe the various responsibilities of those who help them stay healthy and safe?</p> <p>Can I suggest ways they can help the people who keep them healthy and safe?</p> <p>Can I understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health?</p> <p>Can I plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)?</p>	<p>Diet, Salt, Sugar, tooth decay, dentist</p> <p>Relaxation, Breathing technique</p> <p>Exercise, routine, physical activity, fitness, heart rate, sports</p> <p>Medicine, vaccine, immunisation, allergy, harmful substance, correct dose, supervision</p> <p>Catch it! Bin it! Kill it!</p> <p>Germ, bacteria, virus</p>
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<p>MENTAL HEALTH:</p>	<p>Strategies and behaviours that support mental health – including sleep, exercise, time outdoors – 5 ways to wellbeing</p> <p>To recognise everyday feelings change over time and vary in intensity and the importance of expressing them</p>	<p>An email from Harold!</p> <p>Different feelings</p> <p>When feelings change</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips;</p> <p>https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I describe 'good' and 'not so good' feelings and how feelings can affect our physical state?</p> <p>Can I explain how different words can express the intensity of feelings?</p> <p>Can I demonstrate a range of feelings through their facial expressions and body language?</p> <p>Can I recognise that feelings might change towards someone or something once they have further information?</p>	<p>Mental health, brain, feelings, sad, happy, angry, frustrated, jealous, upset, pleased, lonely, crying, shouting, hurting, temper, mood, calm, strategy</p>
<p>GROWING AND CHANGING:</p>	<p>The physical and emotional changes approaching in puberty (including introducing menstruation)</p> <p>How hygiene routines can change around the time of puberty. The importance of keeping clean and personal hygiene.</p> <p>Where to get more information about</p>	<p>My feelings are all over the place</p> <p>All change!</p> <p>Preparing for periods</p> <p>Moving house</p> <p>NOTE – POLICY DICTATES WRITTEN PARENTAL INFORMATION FOR PUBERTY WORK- not consent</p> <p>Additional resource – GHLL PINK CURRICULUM</p>	<p>Can I name some positive and negative feelings?</p> <p>Can I understand how the onset of puberty can have emotional as well as physical impact?</p> <p>Can I suggest reasons why young people sometimes fall out with their parents?</p> <p>Can I take part in a role play practising how to compromise?</p> <p>Can I identify parts of the body that males and females have in</p>	<p>Vulva, vagina, penis, testicles, genitalia, private parts</p> <p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes</p>

	growing and changing especially puberty		<p>common and those that are different?</p> <p>Can I recall the correct terminology for their genitalia?</p> <p>Can I understand and explain why Know the key facts of the menstrual cycle?</p> <p>Can I understand that periods are a normal part of puberty for girls?</p> <p>Can I identify some of the ways to cope better with periods/ puberty happens?</p> <p>Can I recall practical steps to keep clean?</p>	
KEEPING SAFE:	<p>About the importance of taking medicines correctly and household product safety, including suncream</p> <p>The importance of keeping personal information</p>	<p>Danger Risk Hazard</p> <p>Medicines, Check the label.</p> <p>Know the Norms</p> <p>Keeping ourselves Safe</p> <p>Raisin Challenge 2</p>	<p>Can I define the terms 'danger', 'risk' and 'hazard' and explain the difference between them?</p> <p>Can I identify situations which are either dangerous, risky or hazardous?</p> <p>Can I suggest simple strategies for managing risk?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, fire brigade, emergency services, danger, risk, hazard</p>

	<p>private. Strategies for staying safe online. How to manage requests for personal information. What to do if they are worried about something they have seen or reporting inappropriate content</p> <p>Basic first aid techniques for dealing with common injuries</p> <p>ONLINE SAFETY – CROSS-CURRIC ICT</p>	<p>Safer Internet day-February Police Visit – PCSO – Class Annual Visit</p> <p>Basic First Aid</p> <p>ADDITIONAL RESOURCE NEEDED FOR SUN SAFETY</p>	<p>Can I understand that medicines are drugs;</p> <p>Suggest alternatives to taking a medicine when unwell?</p> <p>Can I suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)?</p> <p>Can I recognise the importance of using suncream and risks associated with not?</p>	
<p>RSE:</p>	<p>That forcing anyone to marry is a crime</p> <p>To recognise shared characteristics of health family life, including support in difficult times</p>	<p>Together</p> <p>What makes me ME?</p> <p>Secret or surprise</p>	<p>Can I understand that marriage is a commitment to be entered into freely and not against someone's will?</p> <p>Can I recognise that marriage includes same sex and opposite sex partners?</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening, discussion, fairness, jealousy,</p>

	<p>To recognise if family relationships are making them feel unhappy or unsafe and how to seek help</p> <p>The importance of friendship and how positive friendships can support wellbeing (CONNECT)</p> <p>What constitutes healthy friendship</p> <p>That friendships have ups and downs and how to resolve disputes safely and positively</p> <p>The impact of bullying on and offline and the consequences of hurtful behaviour</p> <p>Why someone may behave differently online. Risks of harmful content</p>	<p>Making choices</p> <p>Friend or acquaintance</p> <p>Islands</p> <p>Ok or not ok (part 1)</p> <p>Ok or not OK (part 2)</p> <p>Can you sort it?</p> <p>What would I do?</p> <p>Safety in numbers</p> <p>Under pressure</p> <p>Picture wise (online)</p> <p>Human Machines</p>	<p>Can I recall the legal age for marriage in England or Scotland?</p> <p>Can I discuss the reasons why a person would want to be married, or live together, or have a civil ceremony?</p> <p>Can I identify ways in which everyone is unique?</p> <p>Can I appreciate my own uniqueness?</p> <p>Can I recognise that there are times when they will make the same choices as their friends and times when they will choose differently?</p> <p>Can I explain the role of the bystander and how it can influence bullying or other anti-social behaviour?</p> <p>Can I recognise that they can play a role in influencing outcomes of situations by their actions?</p> <p>Can I identify images that are safe/unsafe to share online?</p> <p>Can I explain strategies for safe online sharing;</p>	<p>resolving conflict, feeling, hurtful behaviour, stereotype, loneliness, exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective, hurtful, destructive, racism, private parts, appropriate, inappropriate</p>
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	<p>and how to report concerns</p> <p>To listen respectfully to a wide range of viewpoints</p> <p>ONLINE BULLYING-CROSS-CURRIC ICT</p>	<p>ANTI BULLYING WEEK- November</p> <p>Safer Internet day-February Police – Annual Visit - PCSO CEOP FILM - https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>Internet Additional resources https://www.childnet.com/resources/smartie-the-penguin https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources https://anti-bullyingalliance.org.uk/tools-information</p>	<p>Understand and explain the implications of sharing images online without consent?</p> <p>Can I understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space?</p> <p>Can I suggest people they can talk to if they feel uncomfortable with other people's actions towards them?</p>	
<p>LIVING IN THE WIDER WORLD:</p>	<p>The relationship between rights and responsibilities</p> <p>The importance of having compassions to other people and living things</p>	<p>The people we share our world with</p> <p>That is such a stereotype</p> <p>It's your right</p> <p>How do we make a difference?</p> <p>In the news</p>	<p>Can I define what is meant by the word 'community'?</p> <p>Can I suggest ways in which different people support the school community?</p>	<p>Rules, age-restriction, money, bank, value, job, internet, appropriate, inappropriate, media,</p>

	<p>Ways to share responsibility for the environment</p> <p>About stereotypes and how they can negatively impact behaviour and attitudes</p> <p>About prejudice and discrimination and how to respond if witnessed</p> <p>How to consider the reliability of sources of information</p> <p>Different ways to keep track of money</p> <p>To appreciate the importance of volunteers</p>	<p>Harold's expenses</p> <p>My school community</p> <p>Tackling racism – ADDITIONAL RESOURCES NEEDED</p> <p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Additional Resource https://www.bankofengland.co.uk/education/education-resources/money-and-me</p>	<p>Can I identify qualities and attributes of people who support the school community?</p> <p>Can I explain how different people in the school and local community help them stay healthy and safe?</p> <p>Can I define what is meant by 'being responsible'?</p> <p>Can I describe the various responsibilities of those who help them stay healthy and safe?</p> <p>Can I suggest ways they can help the people who keep them healthy and safe?</p> <p>Can I define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about a topic?</p> <p>Can I form and present my own opinions based on factual information and express or present these in a respectful and courteous manner?</p> <p>Can I define the terms 'income' and 'expenditure'?</p>	<p>environment, recycling</p>
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			<p>Can I list some of the items and services of expenditure in the school and in the home?</p> <p>Can I prioritise items of expenditure in the home from most essential to least essential?</p> <p>Can I recall that some organisations are there to protect our environment and these are often run by volunteers?</p>	
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Year 5

HEALTH & WELLBEING:	<p>The importance of keeping fit</p> <p>About sun exposure the risks and how to stay safe from sun</p> <p>How to seek help if they are worried about their health</p> <p>Smoking – understanding the risks</p>	<p><i>Healthy lifestyles</i></p> <p>Getting fit</p> <p>It all adds up!</p> <p>Smoking- what is normal?</p> <p>Thinking about habits</p> <p>Jay’s dilemma</p> <p>Independence and responsibility</p>	<p>Can I talk about how to stay physically healthy and understand the importance of regular exercise?</p> <p>Can I independently stay safe in the sun?</p> <p>Can I say who to talk to if I feel unwell?</p> <p>Can I understand why smoking is harmful to the body?</p>	<p>Exercise, diet, fitness, sun exposure, cancer, emphysema, doctor</p>

MENTAL HEALTH:	<p>Mental health is like physical health and the importance of taking care of it</p> <p>Use a varied vocabulary to express feelings</p> <p>Understand strategies to respond to intense and conflicting feelings</p> <p>Recognise warning signs about mental health and well being and how to seek support</p>	<p><i>Keeping safe</i></p> <p>Our emotional needs</p> <p>Communication</p> <p>Being assertive</p> <p><i>Growing and changing</i></p> <p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips; https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I talk about how mental health relates to taking care of the human brain?</p> <p>Can I identify key feelings and understand it is important to be able to express them?</p> <p>Can I appreciate sometimes my feelings will conflict and the strategies I can use to help resolve this?</p> <p>Can I spot when the brain doesn't feel 'healthy' for example feeling very sad and I know people I can talk to if this is the case?</p> <p>Can I use different strategies and ways to help support a brain to feel 'healthy' again for example drawing my feelings?</p>	<p>Mental health, human brain, anger, conflict, rage, jealousy, stress, pressure, resolution, calm,</p>
GROWING AND CHANGING: Simple self-care techniques associated with mental wellbeing	<p>Recognise their qualities</p> <p>Physical and emotional changes that happen when approaching puberty including menstrual cycles, erections and wet dreams</p>	<p><i>Growing and changing</i></p> <p>Growing up and changing bodies</p> <p>Star qualities</p> <p>Dear Hetty</p> <p>Changing bodies and feelings</p> <p>Help! I am a teenager get me out of here!</p>	<p>Can I identify things I am good at?</p> <p>Can I say what puberty is and the different changes that occur?</p> <p>Can I appreciate everyone's experience of puberty is different and I understand the importance of being supportive of that?</p>	<p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes, hormones, erection, period, menstrual cycle, tampon, wet</p>

	<p>Personal hygiene routines around puberty</p> <p>Where to seek advice about puberty and changing</p>	<p>It could happen to anyone</p> <p>P4C – Cross-curricular resource https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</p> <p>RE – cross-curricular links</p>	<p>Can I recall puberty is a normal part of life for adolescents and where to seek advice if I need it?</p> <p>Can I support myself through puberty in terms of products and keeping clean?</p> <p>Can I describe how hormones can have a huge influence on how I feel and behave?</p>	<p>dream, sexual stereotyping, puberty, acne, body odour</p>
<p>KEEPING SAFE:</p>	<p>How to stay safe online, including with gaming, social media and television</p> <p>How to stay safe in the local environment, road safety for walking to school, stranger danger, digital devices</p> <p>How to respond and react in an emergency situation; how to identify if a situation needs the emergency services and how to contact them</p>	<p>Would you risk it?</p> <p>Basic first aid</p> <p>Skillzone Visit</p>	<p>Can I appreciate the risks associated with the digital world and how to best protect myself?</p> <p>Can I appreciate that the amount of time spent on digital devices can effect my sleep and wellbeing?</p> <p>Can I explain the importance of road safety as I become more independent?</p> <p>Can I say what to do if I feel uncomfortable with an adult I do not know?</p> <p>Can I contact the emergency services and which to use to report a problem?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, fire brigade, emergency services,</p>

<p>RSE:</p>	<p>To recognise what it is to know someone online and the risks involved</p> <p>Healthy friendships make people feel included not lonely</p> <p>How to deal with peer pressure including online</p> <p>Friendships have ups and downs and how to reconcile differences positively</p> <p>The impact of bullying on and offline</p> <p>Discrimination and how to challenge it</p> <p>Types of physical contact what is and is not acceptable</p> <p>Self-respect, how to have respectful relationships</p>	<p><i>Keeping Safe</i> Spot bullying</p> <p><i>Healthy relationships</i> Collaboration challenge</p> <p>Give and take</p> <p>Relationship cake recipe</p> <p>Stop, start and stereotypes</p> <p><i>Feelings and emotions</i></p> <p>How good a friend are you?</p> <p>Dear Ash</p> <p>Ella's diary dilemma</p> <p>Is it true?</p> <p>Qualities of friendships</p> <p>Kind conversations</p> <p>Happy being me</p> <p>ANTI BULLYING WEEK- November</p> <p>Tackling racism –</p>	<p>Can I explain what online bullying is and what to do if I see or experience it?</p> <p>Can I describe what bullying is and the damaging long-term effects it can have on people?</p> <p>Can I recall that there are different types of stereotypes and prejudices that exist in modern society and why they are unacceptable?</p> <p>Can I explain what it means to be a good friend and how sometimes people can disagree and need space from one another?</p> <p>Can I describe the importance of being kind to people and the difference it can make?</p> <p>Can I appreciate that if I feel happy and confident in myself I will be better able to feel secure in other relationships?</p> <p>Can I explain the concepts of respect, consent and unwanted physical or verbal abuse or control?</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening, discussion, fairness, jealousy, resolving conflict, feeling, hurtful behaviour, stereotype, loneliness, exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective, hurtful, destructive, racism, private parts, appropriate, inappropriate</p>
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	<p>Valuing difference and recognising similarities between people – including physically, personality and background</p> <p>Debate topical issues, express views and constructively challenge those they disagree with</p> <p>ONLINE BULLYING-CROSS-CURRIC ICT</p>	<p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources</p> <p>https://anti-bullyingalliance.org.uk/tools-information</p> <p>The land of the red people</p>	<p>Can I appreciate that people can respectfully disagree?</p>	
<p>LIVING IN THE WIDER WORLD:</p>	<p>Living in a community; who makes it up and what does a community mean</p> <p>Unreliability of people online and how to choose reliably from search results</p>	<p><i>Rules, rights and responsibility</i></p> <p>Local councils</p> <p>My school community</p> <p>Mo makes a difference</p> <p>What is the story?</p> <p>Fact or opinion</p> <p><i>Keeping Safe</i></p> <p>Play, Like, Share</p>	<p>Can I recall purpose of the council in society?</p> <p>Can I identify my wider community and the importance of being part of it?</p> <p>Can I recall the way information can move across the internet and how information and things on the internet are not always trustworthy?</p>	

	<p>Some of the different ways data is used and shared and the rules around sharing information or photos – CONSENT</p> <p>Decision making around money – people make spending decisions based around needs and wants; ways to keep track of money and the risks associated with money</p> <p>NOT WITHIN SCARF – consider skills needed for future careers and the kind of job they may wish to have one day</p>	<p>Decision dilemmas</p> <p>Safer Internet day- February</p> <p>CEOP FILM - https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>Internet Additional resources https://www.childnet.com/resources/smartie-the-penguin https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>Wider world- Money</p> <p>Spending wisely</p> <p>Lend us a fiver</p> <p>Growing and changing – different skills</p> <p>Additional Resource https://www.bankofengland.co.uk/education/education-resources/money-and-me</p>	<p>Can I remember not to share things relating to myself or other people publicly or online without obtaining consent?</p> <p>Can I explain how people get money and the importance of spending wisely?</p> <p>Can I consider what I would like to be in the future and what type of career I might enjoy?</p>	
Year 6				
HEALTH AND WELLBEING:	<p>How sleep contributes to a healthy lifestyle, the effects of lack of sleep</p> <p>How to maintain good oral hygiene –</p>	<p><i>Healthy lifestyles</i></p> <p>Five ways to wellbeing project</p> <p>I look great!</p> <p>We have more in common than not</p>	<p>Can I describe the 5 ways to wellbeing and strategies that suit my life for them?</p> <p>Can I explain the issues surrounding body image?</p>	<p>Diet, Salt, Sugar, tooth decay, dentist</p> <p>Relaxation, Breathing technique</p>

	<p>dentist and lifestyles choices including smoking</p> <p>Benefits of the internet and the importance of balancing time online</p> <p>Who to seek support from for their health</p>	<p>What is HIV – optional for year group</p> <p>Ways to improve sleep – GHLL Pink curriculum</p> <p>Facts4Life seeking support for health</p>	<p>Can I suggest ways to help support a good night's sleep?</p> <p>Can I ask if I need medical help?</p> <p>Can I keep my teeth clean?</p>	<p>Exercise, routine, physical activity, fitness, heart rate, sports</p> <p>Sleep environment, white noise, down time</p>
<p>MENTAL HEALTH:</p>	<p>Strategies for good mental health- 5 ways to wellbeing</p> <p>How to discuss our feelings and practical solutions to certain feelings</p> <p>To recognise anyone can experience mental ill health and it can be resolved with support</p> <p>Change and loss – managing death and grief</p>	<p><i>Healthy lifestyles</i></p> <p>Five ways to wellbeing</p> <p><i>Feelings and Emotions</i></p> <p>Dear Ash</p> <p>Dear Dan</p> <p><i>Rules, rights and responsibilities</i></p> <p>When I feel like erupting</p> <p>Michael Rosen – Sad Book</p> <p>OCTOBER – HELLO YELLOW- YOUNG MENTAL HEALTH WEEK</p> <p>Additional resources and video clips;</p>	<p>Can I recall the 5 ways to wellbeing and can see how I can implement them in my life?</p> <p>Can I recognise and discuss my feelings with someone I trust?</p> <p>Can I remember that mental ill health can be fixed just like physical problems?</p> <p>Can I identify some common mental health problems and recognise how to ask for support?</p> <p>Can I begin to regulate my emotions or have strategies to help support this?</p>	<p>Mental health, brain, feelings, sad, happy, angry, frustrated, jealous, upset, pleased, lonely, crying, shouting, hurting, temper, mood, calm, strategy</p> <p>Transition, bereavement, grief</p> <p>Hormones</p>

	<p>Problem-solving strategies for emotions, challenges and changes including secondary transition</p>	<p>https://www.annafreud.org/schools-and-colleges/resources/</p>	<p>Can I understand hormones may affect my sleep, mental health and way I feel?</p>	
<p>GROWING AND CHANGING:</p>	<p>How to manage setbacks and reframe unhelpful thinking</p> <p>Gender identity and how it may not correspond with biological sex</p> <p>How to identify external genitalia and internal reproductive organs in males and females and the processes of puberty related to reproduction</p> <p>Revisit of key physical and emotional changes that occur during puberty</p>	<p>Is this normal?</p> <p>Helpful or unhelpful – managing change</p> <p>Boys will be boys – challenging gender stereotypes</p> <p>This will be your life</p> <p>Media manipulation</p> <p>Making babies</p> <ul style="list-style-type: none"> - Supplemented with Brook, Lillies, Dove self-esteem project <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p>	<p>Can I appreciate that sometimes life has ups and downs and how to reframe negative thoughts if they begin to dominate?</p> <p>Can I explain what gender identity is and that we respect people’s individual identities?</p> <p>Can I label a biological diagram of the male and female reproductive systems?</p> <p>Can I recall the changes that take place in puberty and where to seek help and advice for these should I need it?</p> <p>Can I acknowledge the need for privacy but also appreciate openness can be helpful for some people?</p> <p>Can I see that with greater independence comes</p>	<p>Vulva, vagina, penis, testicles, genitalia, private parts</p> <p>Self-esteem, unique, talent, judgmental, independent tasks, developmental changes</p> <p>Puberty related words and biological terms</p>

	<p>Practical steps to manage puberty</p> <p>Where to seek further information and support for puberty</p> <p>New opportunities and responsibilities from increased independence</p> <p>How to manage transition of schools</p>		<p>responsibility and an appreciation of my own safety?</p> <p>Can I feel supported for my secondary transition and understand change can be exciting but also unnerving?</p>	
<p>KEEPING SAFE:</p>	<p>Understanding regulation and restriction online</p> <p>How to manage risks online</p> <p>How to report concerns regarding online safety and sharing consent</p> <p>About seeking consent and giving permission</p>	<p><i>Healthy relationships</i></p> <p>Safer Internet day-February</p> <p><i>Keeping Safe</i> It's a puzzle</p> <p>Rat Park</p> <p>What sort of drug is?</p>	<p>Can I explain age restrictions on games and films and why they are there?</p> <p>Can I help reduce my risk online?</p> <p>Can I tell if I am worried about an online experience?</p> <p>Can I explain permission and consent including in the digital world?</p> <p>Can I begin to understand there are legal consequences for behaviours that are illegal?</p>	<p>Harmful substance, symbol, tamper-proof lid, electrical appliance, fire brigade, emergency services,</p> <p>Consent, permission, drugs, legal, illegal, restrictions</p> <p>Peer pressure</p>

	<p>The law and age restrictions</p> <p>Laws around legal and illegal drugs</p> <p>Why people choose to use or not use drugs</p> <p>Mixed messages in the media about drugs, smoking, alcohol</p> <p>Organisation that exist to help support people with concerns related to alcohol and drugs</p> <p>How to respond safely and appropriately to adults they do not know</p> <p>How to resist peer pressure and strategies to manage things they feel uncomfortable with</p>	<p>Think before you click</p> <p>Traffic lights</p> <p>What's the risk?</p> <p>Drugs:It is the law</p> <p>Alcohol:what is normal</p> <p>Joe's story – part 1 and 2</p> <p>What's the risk 2?</p> <p>To share or not to share</p> <p>Pressure online</p> <p><i>Living wider world- Rules, rights, responsibility</i></p> <p>Basic First Aid</p>	<p>Can I discuss how the media can glamorise drugs and alcohol?</p> <p>Can I explain what drugs and alcohol are and the risks involved in using them?</p> <p>Can I report a situation with an adult I feel uncomfortable with?</p> <p>Can I use strategies to resist peer pressure?</p> <p>Can I act properly in an emergency?</p>	
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	<p>Where to get advice and report concerns about safety</p> <p>How to react in an emergency situation</p> <p>ONLINE SAFETY – CROSS-CURRIC ICT</p>			
<p>RSE:</p>	<p>That people may be attracted to someone emotionally, romantically and sexually and these are different</p> <p>Gender identity and sexual orientation are different</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>Friendships have ups and downs how to communicate</p>	<p>Solve the friendship problem</p> <p>Working together</p> <p>Let's negotiate</p> <p>Behave yourself</p> <p>Assertiveness skills</p> <p>Don't force me</p> <p>Acting appropriately</p> <p><i>Feelings and Emotions</i></p> <p>Dear Ash</p> <p>Dan's Day</p>	<p>Can I recall that relationships can take different forms as people become older?</p> <p>Can I appreciate friends can fall out and talking can help resolve issues?</p> <p>Can I describe gender identity and sexual orientation?</p> <p>Can I ask for support if I feel isolated?</p> <p>Can I tell if I feel safe in a relationship?</p> <p>Can I explain the short and long term consequences of bullying – how to report it and seek help for it – online and offline?</p>	<p>Family, common, recognise difference, friendship, loyalty, trust, honesty, kindness, patience, respect, listening, discussion, fairness, jealousy, resolving conflict, feeling, hurtful behaviour, stereotype, loneliness, exclusion, bullying, cyber-bullying, password, avatar, online, empathy, perspective,</p>

	<p>about these and resolve differences positively and safely</p> <p>What to do if friendships or relationships are making them feel unsafe</p> <p>Impact of online and offline bullying- how to respond to hurtful behaviour</p> <p>Understand personal behaviour can effect other people</p> <p>Recognise the importance of self-respect- treating others with politeness and respect whether face to face or online</p> <p>How to constructively challenge</p>	<p>Advertising friendships</p> <p>Respecting differences</p> <p>ANTI BULLYING WEEK- November</p> <p>Types of bullying</p> <p>NOTE NEEDS ADDITIONAL RESOURCE</p> <p>Safer Internet day February</p> <p><i>Keeping Safe</i></p> <p>Respecting Privacy</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</p> <p>Tackling racism –</p> <p>Black History Month – OCTOBER – do not limit teaching to this month</p> <p>Introducing Equality- https://www.stonewall.org.uk/resources/different-families-same-love-pack</p> <p>Anti-bullying resources</p>	<p>Can I recall that I am responsible for my own behaviour including if it is hurtful?</p> <p>Can I explain the importance of treating people with respect – in the way I would want to be treated?</p> <p>Can I appreciate that people don't always agree and how to constructively argue my point?</p>	<p>hurtful, destructive, racism, private parts, appropriate, inappropriate</p>
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	<p>ONLINE BULLYING-CROSS-CURRIC ICT</p>	<p>https://anti-bullyingalliance.org.uk/tools-information</p>		
<p>LIVING IN THE REAL WORLD:</p>	<p>About how text and images in the media can be manipulated and invented</p> <p>Rules of sharing information online and consequences with the law</p> <p>The value of money and how careers are important in terms of earning an income</p> <p>Routes into careers including apprenticeships</p>	<p>Captain Coram links to children’s rights lesson series</p> <p>Our recommendations</p> <p>Fakebook friends</p> <p>Tolerance and respect for others</p> <p>Democracy in Britain 1 &2</p> <p>Basic first aid</p> <p>Community project</p> <p>Happy shoppers</p> <p>What’s it worth?</p> <p>Jobs and taxes</p> <p>Safer Internet day- February</p> <p>CEOP FILM - https://www.youtube.com/watch?v=-nMUbHuffO8</p> <p>Internet Additional resources</p>	<p>Can I appreciate how the media and social media can be unreliable?</p> <p>Can I recall that there are consequences for sharing information without permission and with inappropriate images these consequences are legal?</p> <p>Can I appreciate the importance of tolerating difference or embracing it?</p> <p>Can I suggest basic first aid strategies?</p> <p>Can I discuss my aspirations for the future?</p> <p>Can I explain the meaning of money and how to spend it wisely?</p> <p>Can I recall the rights of the child in the 21st Century?</p>	<p>Rules, age-restriction, money, bank, value, job, internet, appropriate, inappropriate</p> <p>Money</p> <p>Tax</p> <p>Tolerance</p> <p>Respect</p> <p>Democracy</p> <p>rights</p>

		<p>https://www.childnet.com/resources/smartie-the-penguin https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>Additional Resource https://www.bankofengland.co.uk/education/education-resources/money-and-me</p>		
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