



Relationships and Health Education Knowledge, Skills and Vocabulary Routeway

Programmes of Study Requirements

Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. Our PSHE curriculum is pulled from the PSHE Education Planning Toolkit for key stage 1 and 2 (PSHE Association, 2017) and Relationships Education, Relationships and Sex Education and Health Education (Department for Education, 2019) in order to create a rounded curriculum for our children, embedded in our school values. At St Johns C of E Academy, we have designed a Relationships and Health Education (PSHE) that is bespoke to our school, our children and our community.

We have taken into account the guidance from the Statutory Guidance for Relationships Education, Primary written by the Department for Education (2019) and used the guidance from the PSHE Association planning toolkit to form 6 themes in our RHE curriculum. Within each theme different concepts are covered throughout the whole year. The RHE routeway follows a spiral, whereby each year group will focus on 6 themes and areas of learning within their RHE. These are 'our safety', 'our relationships', 'our bodies', 'our community', 'our future' and 'our feelings and well-being' all which are well rooted in our school vision and values. These 6 areas are visited every half term to ensure that they are continually built upon throughout the year. The following themes are covered in the 6 themes

Our Safety: "But the Lord is faithful, and he will strengthen you and protect you from evil." - 2 Thessalonians 3:3

- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Privacy (understanding and maintaining boundaries around their personal privacy, including online)

Our Relationships: "In everything, therefore, treat people the same way you want them to treat you." - Matthew 7:12

- Relationships (including different types and in different settings, building relationships, including online)

Our Bodies: "And God made man in his image, in the image of God he made him: male and female he made them." - Genesis 1:27

- A healthy (including physically, emotionally and socially) balances lifestyle (including within relationships, work-life, exercise and rest and lifestyle choices.)

Our Community: "For where two or three are gathered in my name, there am I among them." - Matthew 18:20

- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

Our Future: "For I know the plans I have for you, declares the Lord, plans for welfare, to give you a future and a hope." - Jeremiah 29:11

- A balanced lifestyle (including spending and saving and lifestyle choices.)
- Career (including enterprise, employability and economic understanding)

Our Feelings and Wellbeing: "And the peace of God, which surpasses all understanding, will guard your hearts and your mind in Jesus Christ." - Philippians 4:7

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

Year Group			
Reception	On entry: Milestone 4		
	Milestone 5	Milestone 6	
	<p>Self regulation</p> <p>I can identify a wide range of emotions and can say why I feel that way. I know when someone makes me feels uncomfortable and I am beginning to be able to communicate this. I take part in adult led practical tasks in a small group. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed. I can explain what I am good at and what I need to improve. I am developing the skills of paying attention to more than one thing at a time. I can follow two-part instructions most of the time.</p> <p>Managing self</p> <p>I can select from a wide range of activities and resources, and I try new challenges. I am able to achieve a simple goal and I am proud of my achievement. I am aware of, understand and follow rules. I talk about personal needs and wants with an adult. I use the toilet and wash my hands independently, and dress myself. I express my food likes/dislikes and I am beginning to understand that some foods are less healthy than others.</p> <p>Building relationships</p> <p>I can work in a pair/ three to solve a problem with some adult support. I can usually resolve conflicts, returning to the secure base of a familiar adult if needed. I understand I may need to wait my turn and can anticipate this, including in group time. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed.</p> <p>Self regulation</p> <ul style="list-style-type: none"> - I talk about what helps me feel happy/calm/relaxed when I feel sad/angry/worried. - I am more able to manage my feelings and tolerate situations in which my wishes cannot be met. - I know when and how to respond to a friend, showing sensitivity to the needs of others and I am increasingly flexible and co-operative. - I am beginning to set my own boundaries. - I focus attention in adult led groups. - I understand how I can improve. - I know how to listen carefully and why this is important. - I usually respond appropriately even when I am busy. - I am starting to follow a longer list of instructions. <p>Managing self</p> <ul style="list-style-type: none"> - I try new things; I have a clear idea about what I want to do and how I want to go about it. - I have growing confidence in my abilities. - I persist and persevere and am developing resilience to reach my goals. - I can usually wait for what I want or need. - I know what is right and wrong and I usually behave accordingly. - I have some understanding of dressing for the weather. - I understand the need for variety in my diet and that some foods are less healthy than others but can be eaten in moderation. 	<p>Self regulation</p> <ul style="list-style-type: none"> - I see myself as a valuable individual. - I understand my own feelings. - I can identify some ways to self-regulate emotions, with some adult support eg holding back, sharing, negotiating and compromising. - I think about the perspective and feelings of others and show sensitivity, empathy and comfort, to those within and beyond my friendship group. - I have developed constructive, respectful relationships with others, and friendships which help me to understand different points of view and which challenge my thinking. - I can set my own boundaries and mostly respect the boundaries of others. - I am able to focus my attention in adult led sessions and I can direct my attention as necessary in a range of contexts. - I can listen out for instructions while busy and respond appropriately. - I can follow a long list of instructions in a range of contexts. <p>Managing self</p> <ul style="list-style-type: none"> - I know what I need to carry out my activities. - I can describe my competencies, and what I am getting better at' and I talk about myself in positive but realistic terms. - I show persistence, perseverance and resilience in the face of challenge. - I can wait for what I want or need. 	<p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 where appropriate • Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

	<p>Building relationships</p> <ul style="list-style-type: none"> - I solve problems co-operatively, resolving most conflicts myself. - I have developed some appropriate ways of being assertive and I am developing skills of negotiation and compromise with some support. - In a conversation, I watch the person speaking and know when it is my turn to speak. - I can show sensitivity to the needs of others and I am increasingly flexible and co-operative 	<ul style="list-style-type: none"> - I am aware of behavioural expectations and sensitive to ideas of justice and fairness. - I dress independently and support my friends to dress if they need help. - I understand the importance of making healthy food choice in my diet. <p>Building relationships</p> <ul style="list-style-type: none"> - I can use what I have learnt about social interactions from close adults, in play and in relationships with others. - I can determine when a situation requires adult intervention. - I can take turns with others in conversation in a range of contexts. - I can show sensitivity to the needs of others, beyond own friendship group. - I have developed friendships with other children. - I can understand different points of view, challenging my own and other's thinking. - I am independent and can determine when I need adult intervention. - I take turns with others in conversation in a range of contexts. 	<p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others' needs
<p>Year 1</p>	<p style="text-align: center;">Our Safety <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help (knowledge that parents, teachers, DRA, family members are people we can go to for help) <p>Autumn 2</p> <ul style="list-style-type: none"> • about what it means to keep something private, including parts of the body that are private (knowledge that their body is their own and private, naming private parts including penis, vagina, bottom and that these are private parts) • Name body parts (knowledge of head, face, neck, shoulders, arms, fingers, stomach, hips, legs, feet and toes and where they are found on the body) <p>Spring 1</p> <ul style="list-style-type: none"> • to identify different types of touch and how they make people feel (knowledge that hugs, tickling, kisses and hitting are types of touch and people responds in different ways) • how to respond if being touched makes them feel uncomfortable or unsafe (knowledge that if they do feel uncomfortable or unsafe to tell a trusted adult) <p>Spring 2</p> <ul style="list-style-type: none"> • when it is important to ask for permission to touch others (knowledge that not everybody likes to be touched) • how to ask for and give/not give permission (knowledge to know that is ok to day yes or no) <p>Summer 1</p> <ul style="list-style-type: none"> • how rules can help to keep us safe (knowledge that rules can keep us safe) <p>Summer 2</p>	<p style="text-align: center;">Our Relationships <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • about people who care for them, (knowledge that parents, siblings, grandparents, family members, friends, teachers are people who care for them) <p>Autumn 2</p> <ul style="list-style-type: none"> • the role these different people play in children's lives and how they care for them (knowledge that different people care for them in different ways, that different people have different roles in children's lives) <p>Spring 1</p> <ul style="list-style-type: none"> • what it means to be a family (knowledge that a family is a group of people that help and support each other, that families care for each other) <p>Spring 2</p> <ul style="list-style-type: none"> • how families work together and show care, (knowledge that families do things for each other, that families care for each, that parents care for children and children care for parents, that families work together) <p>Summer</p> <ul style="list-style-type: none"> • about the importance of telling someone — and how to tell them — if they are worried about something in their family (knowledge that parents, teachers, DRAs, family members are people who they can tell if they are worried) <p style="text-align: center;"><i>Vocabulary</i></p> <p>Parents, siblings, grandparents, family members, friends, teachers, care, family, DRA, worried</p>	<p style="text-align: center;">Our Bodies <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important (knowledge that eating the right food, completing exercise, getting regular sleep and washing regularly help keep us healthy) <p>Autumn 2</p> <ul style="list-style-type: none"> • ways to take care of themselves on a daily basis (knowledge that having daily routines including sleeping, eating, brushing teeth, getting dressed, walking and exercise help take care of themselves) • about basic hygiene routines (knowledge that handwashing, keeping hands out of mouths, toileting and washing our bodies keeps us hygienic, knowledge that good handwashing routines include soap and scrubbing all areas of our hands) <p>Spring 1</p> <ul style="list-style-type: none"> • about healthy and unhealthy foods (knowledge that vegetables, fruit, sugars are different types of food, that fruit and vegetables are healthy foods, that large amounts of sugar is unhealthy) <p>Spring 2</p> <ul style="list-style-type: none"> • about physical activity and how it keeps people healthy (knowledge that running and jumping at types of physical activity, that stretching help look after our body and not get hurt, that physical activity is good for our heart and helps pump our blood) • about different types of play (knowledge that play can occur indoor, outdoor and can be screen-based, that we need to balance different types of play) <p>Summer 1</p> <ul style="list-style-type: none"> • about people who can help them to stay healthy, (knowledge that parents, doctors, nurses, dentists, DRAs are people to help them stay healthy) <p>Summer 2</p>

<ul style="list-style-type: none"> why some things have age restrictions (knowledge that TV and film, games, toys and play areas have different age restrictions for a reason) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Parents, teachers, DRA, family member, private, penis, vagina, bottom, head, face, neck, should, arms, finger, stomach, hips, legs, ankles, feet, toes, hug, tickle, kiss,, hit, uncomfortable, permission, rule, age restriction.</p>			<ul style="list-style-type: none"> how to keep safe in the sun (knowledge that the sun can be dangerous, that shade and sun cream helps keep us safe in the sun, that drinking water is important in the sun) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Healthy, exercise, daily, sleep, care, toileting, bodies, hygienic, routine, handwashing, vegetables, fruit, sugar, unhealthy, physical activity, stretching, heart, blood, screen-based, indoor, outdoor, balance, parents, doctors, nurses, dentists, sun, shade, sun cream, water</p>
<p style="text-align: center;">Our Community <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about examples of rules in different situations, (knowledge that there are class rules, rules at home, rules outside, school rules, that rules have a purpose) <p>Autumn 2</p> <ul style="list-style-type: none"> that different people have different needs (knowledge that different people have different viewpoints and different needs, that different people are important and are valued) <p>Spring</p> <ul style="list-style-type: none"> how we care for people, animals and other living things in different ways (knowledge that giving food, providing water, offering shelter, spending time together, sharing in exercise are ways to care for others) <p>Summer</p> <ul style="list-style-type: none"> how they can look after the environment, (knowledge that recycling, reducing rubbish, reusing things, picking up litter and reducing water usage are ways to look after the environment) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Rules, purpose, different, viewpoint, needs, shelter, care, recycling, reducing, reusing, usage, environment</p>	<p style="text-align: center;">Our Future <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school (knowledge that everyone is important, that our school values of identity and excellence are both in and outside school, that different people have different strengths) <p>Autumn 2</p> <ul style="list-style-type: none"> about how different strengths and interests are needed to do different jobs (knowledge that different jobs require different things, that strengths and interests help us in jobs) <p>Spring 1</p> <ul style="list-style-type: none"> about people whose job it is to help us in the community (knowledge that different people help in different ways, that firefighters, police, officers, doctors, shopkeepers, postal workers, transport worker are people that help and serve the community) <p>Spring 2</p> <ul style="list-style-type: none"> why it is important to have jobs that help the community (knowledge that everybody has responsibilities towards others) <p>Summer 1</p> <ul style="list-style-type: none"> about different jobs and the work people do (knowledge that they are lots of different jobs for different people, that different jobs are all valued, that firefighters, police officers, doctors, nurses, vets, teachers, truck drivers, postal officers, train/bus drivers are examples of different jobs) <p>Summer 2</p> <ul style="list-style-type: none"> that we can do different jobs depending on our aspirations (knowledge that different people want to do different jobs) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Important, value, strengths, job, community, firefighters, police officers, doctors, shopkeepers, postal workers, doctors, nurses, vets, teachers, truck drivers, train/bus drivers</p>	<p style="text-align: center;">Our Feelings and well-being <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school (knowledge that sharing, smiling, saying nice things and kind hands are examples of kind behaviour, that saying mean things, hurting others and being selfish are examples of unkind behaviour) how kind and unkind behaviour can make people feel (knowledge of that their behaviour affects others, that they can impact other feelings) <p>Autumn 2</p> <ul style="list-style-type: none"> about what respect means (knowledge that respect means giving attention or showing care towards others, that respect meaning caring about other people's feelings and wellbeing) <p>Spring 1</p> <ul style="list-style-type: none"> about class rules (knowledge that being polite to others, sharing and taking turns are examples of class rules) <p>Spring 2</p> <ul style="list-style-type: none"> to recognise what makes them special and unique (knowledge that they are special and unique, that everybody has different likes, dislikes and what they are good at) how they are the same and different to others (knowledge that people can be different, that people can be similar) <p>Summer 1</p> <ul style="list-style-type: none"> about different kinds of feelings (knowledge that fear, anger, sadness, joy and disgust are some examples of feelings) how to recognise feelings in themselves and others (knowledge that different facial expressions can tell how others are feeling, that different people feel different emotions) <p>Summer 2</p> <ul style="list-style-type: none"> how feelings can affect how people behave (knowledge that different people respond differently to different feelings, that feelings impact our behaviour) how to manage and whom to tell when finding things difficult, or when things go wrong (knowledge that they should tell someone if they are finding things difficult, that other people can help them) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Sharing, behaviour, kind hands, selfish, feelings, respect, attention, care, wellbeing, polite, unique, fear, anger, sadness, joy, disgust, facial expression, emotions,</p>	

Year 2	Our Safety Knowledge and Skills	Our Relationships Knowledge and Skills	Our Bodies Knowledge and Skills
	<p>Autumn 1</p> <ul style="list-style-type: none"> about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help (knowledge that surprises and secrets can be positive and negative and that person respond to them in different ways, that they can tell trusted adults and ask for help from a trusted adult) <p>Autumn 2</p> <ul style="list-style-type: none"> how to resist pressure to do something that feels uncomfortable or unsafe (knowledge that pressure can be a positive or negative thing, that they can tell a trusted adult if they are feeling pressure, that they can say yes or no to something) how to ask for help if they feel unsafe or worried and what vocabulary to use (knowledge of emotions sad, concerned, worried, afraid, unsafe, at risk, nervous, that they can speak to an adult about how they are feeling) <p>Spring 1</p> <ul style="list-style-type: none"> how to recognise risk in everyday situations, (knowledge that risks are all around including the risk of roads, water, rail safety, medicines and that medicines can be good and bad) how to help keep themselves safe at home (knowledge that there are dangers at home including electrical appliances, fire safety and medicines/household products and that they shouldn't touch or use things that are not theirs, that they should ask and tell trusted adults of risk they see at home) <p>Spring 2</p> <ul style="list-style-type: none"> how to help keep themselves safe in familiar and unfamiliar environments, (knowledge that they can help keep themselves safe at school, online and 'out and about') to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger (knowledge that different people have different responsibilities, that they have responsibilities, that they can help keep themselves safe, that the electrical objects, fire, roads and water can be dangerous) <p>Summer 1</p> <ul style="list-style-type: none"> how to respond if there is an accident and someone is hurt (knowledge that they can help and respond to an accident, that they need to get an adult if there is an accident) <p>Summer 2</p> <ul style="list-style-type: none"> about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say (knowledge that emergency services of police, firefighters and hospitals help at accidents, that they can contact emergency services by calling 999) <p><u>Vocabulary</u> Surprise, secret, positive, negative, pressure, emotion, sad, worried, afraid, unsafe, at risk, nervous, concerned, risk, road, water, rail, medicines, electrical appliances, emergency services, police, firefighters, hospital, accident, contact</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> how to be a good friend, (knowledge that a showing kindness, listening, being honest, sharing are all ways to be a good friend) about different ways that people meet and make friends (knowledge that we can make friends in different places including at school, at church or a neighbour) strategies for positive play with friends (knowledge that joining in and including others are ways to positively play with friends) <p>Autumn 2</p> <ul style="list-style-type: none"> about what causes arguments between friends (knowledge that arguments are cause by friends having different opinions, that people have different opinions lots of the time) how to positively resolve arguments between friends (knowledge that resolving arguments need listening, that we need to find compromises to resolve an argument) <p>Spring 1</p> <ul style="list-style-type: none"> how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else (knowledge that they have different feelings at different times, that they can ask a trusted adult for help about how they are feeling, that they can help how others are feeling) <p>Spring 2</p> <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people (knowledge that everybody is individual, that people have things that are the same) how friends can have both similarities and differences (knowledge that their friends can have similarities and differences) <p>Summer 1</p> <ul style="list-style-type: none"> how to play and work cooperatively in different groups and situations (knowledge that they can learn and play together and independently, that they need to listen to each other when in a group) <p>Summer 2</p> <ul style="list-style-type: none"> how to share their ideas and listen to others, take part in discussions, and give reasons for their views (knowledge that others have different ideas, that in a group they need to listen to what others say, that they need to explain their ideas so others can understand) <p><u>Vocabulary</u> Kindness, listening, honesty, sharing, friends, neighbours, positive, arguments, compromise, resolve, feelings, trusted adult, common, similarities, differences, cooperatively, independently, understand.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> about the human life cycle (knowledge that people grow up starting as a baby, that there are young and old people) about change as people grow up (knowledge that as we grow up, we get new opportunities, that when we get older we get more responsibilities) <p>Autumn 2</p> <ul style="list-style-type: none"> how our needs and bodies change as we grow up (knowledge that bodies change as we grow, that our needs change as we grow up, that we get taller/bigger as we grow up, that babies rely on others, that we become more independent and can do things for ourselves) to identify and name the main parts of the body including external genitalia (knowledge of head, face, neck, shoulders, elbow, arms, wrists, fingers, stomach, hips, thigh, knee, shin, ankles, feet and toes and where they are found on the body, that vulva, vagina, penis, testicles are their private parts of their body) <p>Spring 1</p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health (knowledge that getting the right amount of sleep, eating healthy food, regularly brushing teeth and hair, getting dressed each day, completing exercise, having social interaction each day, learning new things and skills, setting bedtimes all help maintain our physical and mental health) why sleep and rest are important for growing and keeping healthy (knowledge that rest allows our body to recover and stay healthy, that rest and sleep helps build us get energy and grow) <p>Spring 2</p> <ul style="list-style-type: none"> that medicines are used for maintaining health (knowledge that vaccinations and immunisations protect us against illness before we get them, that medicine can help people stay healthy and manage allergies, that medicine should only be touched by a trusted adult) <p>Summer 1</p> <ul style="list-style-type: none"> about things that people can put into their body or onto their skin and how these can affect how people feel (knowledge that people can put creams and medicines on their skin, that people put good and bad things into their bodies, that putting things in our bodies can make us feel happy, sad or confused) <p>Summer 2</p> <ul style="list-style-type: none"> the importance of, and routines for, brushing teeth and visiting the dentist (knowledge that we have milk teeth when we are little, that after milk teeth fall out our adult teeth start to grow, that brushing our teeth with toothpaste help look after and protect our teeth, that a dentist checks our teeth our healthy) about food and drink that affect dental health (knowledge that sugary foods and drinks harm our teeth and gums, that vegetables, dairy and water help build healthy teeth and gums) <p><u>Vocabulary</u> Baby, young, old, head, face, neck, shoulders, elbow, arms, wrists, fingers, stomach, hips, thigh, knee, shin, ankles, feet, toes, vulva, vagina, penis, testicles,</p>

			private, opportunities, responsibilities, sleep, healthy, regularly, exercise, social interaction, physical and mental health, recover, grow, energy, vaccinations, immunisation, medicine, skin, bodies, confused, milk teeth, adult teeth., toothpaste, dentist, sugary, gums
	<p style="text-align: center;">Our Community <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups (knowledge that there are different groups of people in classes, teams, faith groups, that we can be in more than one group, that different people have different roles in different groups) <p>Autumn 2</p> <ul style="list-style-type: none"> about different rights and responsibilities that they have in school and the wider community (knowledge that they have rights, that they have responsibilities, that their responsibilities are different in school and at home) <p>Spring 1</p> <ul style="list-style-type: none"> about how a community can help people from different groups to feel included (knowledge that a community is a group of people, that a community can help others to feel included) <p>Spring 2</p> <ul style="list-style-type: none"> about what communities do (knowledge that raising money, holding events and supporting the local area are examples of what communities can do) <p>Summer 1</p> <ul style="list-style-type: none"> to recognise that they are all equal, and ways in which they are the same and different to others in their community (knowledge that everybody is equal, that we can be similar and different to others in our community) <p>Summer 2</p> <ul style="list-style-type: none"> to recognise their value in communities (knowledge that they can support and help communities, that there is a role for everybody in a community) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Groups, classes, teams, faith, role, responsibility, community, included, equal</p>	<p style="text-align: center;">Our Future <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about what money is and its different forms (knowledge that coins and notes are money used in the UK, that there are other ways of paying for things including bank cards) how money can be kept and looked after (knowledge that money is kept in wallets, purses and banks, that they should look after money) <p>Autumn 2</p> <ul style="list-style-type: none"> about getting, keeping and spending money (knowledge that money is gained through work, jobs, chores, gifts and presents, that money needs to be stored safely, that money is spent on food, houses, holidays, toys and gifts) <p>Spring 1</p> <ul style="list-style-type: none"> that people are paid money for the job they do (knowledge that people work for a salary or wage) <p>Spring 2</p> <ul style="list-style-type: none"> how to recognise the difference between needs and wants (knowledge that a need is something that is necessary, that a want is something that is desired) <p>Summer 1</p> <ul style="list-style-type: none"> how people make choices about spending money (knowledge that spending money is a choice, that different people spend money on different things) <p>Summer 2</p> <ul style="list-style-type: none"> preparing to move to a new class and setting goals for next year (knowledge that they are going to move year groups, that they can achieve new things next year, that goals help them achieve things) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Coins, Notes, bank cards, gained, job, salary, wage, need and wants, necessary, desire, spend, goals, achieve</p>	<p style="text-align: center;">Our Feelings and well-being <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> how to describe and share a range of feelings (knowledge that happiness/ joy, sadness, anger, anticipation, fear, loneliness, jealousy, disgust and surprise are examples of feelings) <p>Autumn 2</p> <ul style="list-style-type: none"> ways to feel good, calm down or change their mood (knowledge that playing outside, listening to music, spending time with others are examples of ways to feel good, that we can help change our own mood) <p>Spring 1</p> <ul style="list-style-type: none"> how to manage big feelings from change, loss and bereavement (knowledge that change, loss and bereavement cause people to have big feelings, that talking about change, loss or bereavement can help manage our feelings) <p>Spring 2</p> <ul style="list-style-type: none"> when and how to ask for help, and how to help others, with their feelings (knowledge that they can ask for help with their feelings, that they can help how others are feelings) <p>Summer 1</p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online (knowledge that cyberbullying is an example of hurtful behaviour online, that hurtful behaviour impacts people's feelings) what to do and whom to tell if they see or experience hurtful behaviour, including online (knowledge that they should report hurtful behaviour to a trusted adult, that online hurtful behaviour should be reported to a trusted adult, that they have a responsibility to stop hurtful behaviour) <p>Summer 2</p> <ul style="list-style-type: none"> about what bullying is and different types of bullying how someone may feel if they are being bullied (knowledge that physical, emotional, verbal and cyberbullying are all examples of bullying, that bullying is aggressive or harmful behaviour that is repeated towards a person) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Happiness, joy, sadness, anger, anticipation, fear, loneliness, jealousy, disgust, surprise, feelings, calm, mood, change, bereavement, hurtful behaviour, online, cyberbullying, trusted adult, report, physical bullying, emotional bullying, verbal bullying, bullying</p>
Year 3	<p style="text-align: center;">Our Safety <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online (knowledge that we can tell others about ourselves and our lives, that we have different people we can talk to including, friends, classmates, family, neighbours, teachers, DRAs, religious groups and doctors, and that we tell different people different things) 	<p style="text-align: center;">Our Relationships <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to recognise and respect how families work (knowledge that families do things differently, that families show love for each other, that families work are made up of different people) <p>Autumn 2</p> <ul style="list-style-type: none"> that being part of a family provides support, stability and love (knowledge) 	<p style="text-align: center;">Our Bodies <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health (knowledge that making choices is a responsibility, that choices affect our bodies and health) <p>Autumn 2</p> <ul style="list-style-type: none"> to identify healthy and unhealthy choices (knowledge that choices can be)

<p>because of our relationships with them)</p> <p>Autumn 2</p> <ul style="list-style-type: none"> about what privacy and personal boundaries are, including online (knowledge that some things stay private and other things and information we can share with other people, that passwords, names and dates of birth should not be shared with everyone) <p>Spring 1</p> <ul style="list-style-type: none"> how to identify typical hazards at home and in school (knowledge that all around us there are things that could potentially hurt us or put us at risk both in school and at home including slippery floors, scissors or cleaning products) how to predict, assess and manage risk in everyday situations including crossing the road, running in the playground (knowledge that risks can be predicted, that risks can be managed to prevent hurt, that risks can be reduced to prevent hurt) <p>Spring 2</p> <ul style="list-style-type: none"> about fire safety at home including the need for smoke alarms (knowledge that fires can happen at home, that fire alarms are there to alert us to a fire, that in the event of a fire they need to exit the building/home) <p>Summer 1</p> <ul style="list-style-type: none"> the importance of following safety rules from parents and other adults (knowledge that rules help keep us safe, that we need to follow rules from a trusted adult) <p>Summer 2</p> <ul style="list-style-type: none"> how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety (knowledge that they need to keep safe in the local environment, that road, rail, water and fireworks can be potentially dangerous, that they can keep safe by crossing the road carefully – looking both ways, keep away from rail tracks, act sensibly around water and let adults deal with fireworks safely) <p><u>Vocabulary</u> Friends, classmates, family, neighbours, teachers, DRAs, religious groups, doctors, relationships, private, potential risk, hazards, fire safety, dangerous.</p>	<p>that a family can help them, care for them and look after them)</p> <p>Spring 1</p> <ul style="list-style-type: none"> about the positive aspects of being part of a family (knowledge that being in a family can have lots of positives, that spending time together and caring for each other is part of being a family) <p>Spring 2</p> <ul style="list-style-type: none"> about the different ways that people can care for each other (knowledge that people can help others by giving encouragement or support in times of difficulty or sadness) <p>Summer 1</p> <ul style="list-style-type: none"> to identify if/when something in a family might make someone upset or worried (knowledge that families can make us feel negative) <p>Summer 2</p> <ul style="list-style-type: none"> what to do and whom to tell if family relationships are making them feel unhappy or unsafe (knowledge that teachers, school staff and police are people who they can tell if they feel unhappy/unsafe) <p><u>Vocabulary</u> Families, support, care, positive, encouragement, sadness, difficulty, negative, relationships</p>	<p>healthy or unhealthy, that they make choices about food, exercise and sleep)</p> <ul style="list-style-type: none"> what can help people to make healthy choices and what might negatively influence them (knowledge that our choices can be influenced by things around us) <p>Spring 1</p> <ul style="list-style-type: none"> about habits and that sometimes they can be maintained, changed or stopped (knowledge that a habit is different for individuals, that a habit is something that people do regularly, that habits can be changed or stopped, that people can find it difficult to stop a habit, that habits can be good or bad) <p>Spring 2</p> <ul style="list-style-type: none"> the positive and negative effects of habits (knowledge that regular exercise, eating too much sugar are habit that effect our health, that habits can help us keep a healthy lifestyle or can stop us having a healthy lifestyle) <p>Summer 1</p> <ul style="list-style-type: none"> what is meant by a healthy, balanced diet (knowledge that fruit, vegetables, proteins, carbohydrates, fats, vitamins are different food groups, that a balanced diet is made up of different types of food, that some foods should be eaten regularly and other foods should only be eaten occasionally) <p>Summer 2</p> <ul style="list-style-type: none"> that regular exercise has positive benefits for their mental and physical health (knowledge that exercise keeps our heart healthy, helping it to pump blood and oxygen around our body, that exercise helps keep our minds healthy and looks after our mental health) <p><u>Vocabulary</u> Choice, responsibility, body, health, unhealthy, influence, exercise, habit, maintained, individual, lifestyle, diet, balanced, fruit, vegetable, protein, carbohydrates, fats, vitamins, occasionally, regularly, heart, blood, oxygen, mental</p>
<p>Our Community Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> the reasons for rules and laws in wider society (knowledge that rules and laws are there to keep people safe, that rules and laws are there to protect others and ourselves) <p>Autumn 2</p> <ul style="list-style-type: none"> the importance of abiding by the law and what might happen if rules and laws are broken (knowledge that we should abide by the law of the land, that if rules and laws are broken there are consequences, that if you break the law you may have to pay a fine and serve prison time) <p>Spring 1</p> <ul style="list-style-type: none"> what human rights are and how they protect people (knowledge that every human has rights, that a right is something a person is entitled to or has permission for, that rights are there to protect people) <p>Spring 2</p> <ul style="list-style-type: none"> to identify basic examples of human rights (knowledge that children have specific rights, that right to life, right to education and right to liberty and 	<p>Our Future Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> about jobs that people may have from different sectors (knowledge that teachers, business people, charity work are different jobs people may have) <p>Autumn 2</p> <ul style="list-style-type: none"> that people can have more than one job at once or over their lifetime (knowledge that people can have more than one job, that people changed jobs over time) <p>Spring 1</p> <ul style="list-style-type: none"> about common myths and gender stereotypes related to work (knowledge that different people can have different jobs, that male and female people can job the same job) to challenge stereotypes through examples of role models in different fields of work (knowledge that anyone can do any job, that women can work in STEM) <p>Spring 2</p>	<p>Our Feelings and well-being Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> what it means to treat others, and be treated, politely (knowledge that listening, asking questions, using manners are examples of polite treatment) <p>Autumn 2</p> <ul style="list-style-type: none"> that bullying and hurtful behaviour is unacceptable in any situation (knowledge that bullying is wrong, that everyone should be treated kindly and fairly) <p>Spring 1</p> <ul style="list-style-type: none"> about the effects and consequences of bullying for the people involved (knowledge that bullying impacts a persons mental and emotional wellbeing, that there are consequences to their actions, that bullies should not be tolerated) <p>Spring 2</p> <ul style="list-style-type: none"> what to do and whom to tell if they see or experience bullying or hurtful behaviour (knowledge that they should inform or report if they are concerned someone is being bullied, that they should tell a trust adults

<p>security and part of the human rights act)</p> <p>Summer 1</p> <ul style="list-style-type: none"> about how they have rights and also responsibilities (knowledge that they individually have rights, that they have responsibilities at home, at school in the community) that with every right there is also a responsibility (knowledge that rights and responsibility impact each other, that as children they have the right to an education and the responsibility to learn) <p>Summer 2</p> <ul style="list-style-type: none"> the ways in which people show respect and courtesy in different cultures and in wider society (knowledge that they should respect other people and cultures, that they should be courteous to others in society) to recognise respectful behaviours (knowledge that helping or including others and being responsible are examples of respectful behaviours) how to model respectful behaviour in different situations (knowledge that at home, at school, online are places where respectful behaviour should be present) <p><u>Vocabulary</u></p> <p>Rules, law, protect, abide, law of the land, broken, consequences, human rights, responsibilities, security, liberty, individually, community, impact, culture, courteous, society, respectful behaviours</p>	<ul style="list-style-type: none"> about some of the skills needed to do a job (knowledge that teamwork and decision-making are needed in jobs, that different jobs require different skills) <p>Summer 1</p> <ul style="list-style-type: none"> to recognise their interests, skills and achievements and how these might link to future jobs (knowledge that different people have different interests, skills and achievements, that people use their interests, skills and achievements in their jobs) <p>Summer 2</p> <ul style="list-style-type: none"> how to set goals that they would like to achieve this year (knowledge that goals help us aim and achieve more, that they can be responsible for their own goals, that goals have a purpose) <p><u>Vocabulary</u></p> <p>Charity, business, lifetime, stereotypes, myth, gender, male, female, STEM, decision making, teamwork, skills, interest, achievements, future, goal, responsible, purpose</p>	<p>regarding incidents of bullying or hurtful behaviour)</p> <p>Summer 1</p> <ul style="list-style-type: none"> the importance of self-respect and their right to be treated respectfully by others (knowledge that self-respect is having pride in yourself, that self-respect is important to our mental health, that they have a right to be treated with respect) <p>Summer 2</p> <ul style="list-style-type: none"> strategies to identify and talk about their feelings (knowledge that feelings can be identified by our actions and behaviour, that identifying feelings can help managing feelings, that we should talk about our feelings) <p><u>Vocabulary</u></p> <p>Bullying, hurtful behaviour, mental and emotional wellbeing, actions, consequences, tolerate, self-respect, polite, identify, feelings</p>
<p>Year 4</p> <p><u>Our Safety</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online cyberbullying (knowledge that there are different types of behaviour including playful teasing, hurtful behaviour, bullying and online bullying) <p>Autumn 2</p> <ul style="list-style-type: none"> how to respond if they witness or experience hurtful behaviour or bullying, including online (knowledge that if witnessing or experiencing hurtful behaviours they can tell a trusted adult) <p>Spring</p> <ul style="list-style-type: none"> recognise the difference between 'playful dares' and dares and joining in which put someone under pressure, at risk, or make them feel uncomfortable (knowledge that there is a difference between dares, that people respond to dare and games differently, that some games cause unwanted pressure on people) <p>Summer</p> <ul style="list-style-type: none"> how to manage pressures associated with dare and secrets - when it is right to keep or break a confidence or share a secret (knowledge that we can sometimes break/share a secret, that people respond differently to pressures and secrets) <p><u>Vocabulary</u></p> <p>Behaviour, bullying, cyberbullying, experience, witness, secret, pressure</p>	<p><u>Our Relationships</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about the features of positive healthy friendships including mutual respect, trust and sharing interests (knowledge that friendships and friendship have positive impacts on our health, that mutual respect, trust and sharing interests are features of a healthy friendship) <p>Autumn 2</p> <ul style="list-style-type: none"> strategies to build positive friendships (knowledge that friendships are built on mutual respect, truthfulness, trustworthiness, loyalty, kindness and generosity, that friendships involve sharing interests and listening to others interests) <p>Spring 1</p> <ul style="list-style-type: none"> how to seek support with relationships if they feel lonely or excluded (knowledge that trusted adults can help when asked for advice about feeling lonely or excluded) <p>Spring 2</p> <ul style="list-style-type: none"> how to communicate respectfully with friends when using digital devices (knowledge that communication online can have positive and negative impacts, that online communication should be polite and respectful as if talking in person/face-to-face) <p>Summer 1</p> <ul style="list-style-type: none"> how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know (knowledge that some people pretend to be different online, that there are risks to talking to people online) <p>Summer 2</p> <ul style="list-style-type: none"> what to do or whom to tell if they are worried about any contact online (knowledge that teachers, school staff, family, relatives, police, NSPCC are 	<p><u>Our Bodies</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle (knowledge that mental and physical health are part of a healthy lifestyle) what good physical health means and how to recognise early signs of physical illness (knowledge that being active, having good balance and coordination are part of being physically healthy, that a physical illness can be reduced movement, swelling, aches and pains, discomfort and tenderness) <p>Autumn 2</p> <ul style="list-style-type: none"> that common illnesses can be quickly and easily treated with the right care (knowledge that lots of illnesses can be treated with rest or medicine, that different illnesses need different treatment, that a doctor can treat lots of illnesses, that illnesses are caused by bacteria and viruses) <p>Spring 1</p> <ul style="list-style-type: none"> how to maintain oral hygiene and dental health (knowledge that our adult teeth need to be looked after as we don't grow more, that brushing our teeth with toothpaste help look after and protect our teeth, that brushing our teeth removed plaque and protects our enamel, that flossing helps keep our gums healthy) the importance of regular visits to the dentist and the effects of different foods (knowledge that a dentist checks our teeth and gums our healthy, that different food groups impact our dental health, that dairy product contain calcium to help build enamel on our teeth, that sugar breaks down enamel on our teeth) <p>Spring 2</p> <ul style="list-style-type: none"> drinks and substances on dental health (knowledge that drinks can have a positive or negative impact on our dental health, that milk contains calcium

		<p>people who they can talk to if they are worried about online contact)</p> <p><u>Vocabulary</u></p> <p>Friendship, impact, mutual respect, trust, sharing, interests, truthfulness, trustworthiness, loyalty, kindness, generosity, listening, excluded, lonely, polite, respectful, communicating/communication, online contact, relatives, police, NSPCC</p>	<p>which helps strengthen teeth, that sugary drinks damage our teeth's outer layer)</p> <p>Summer 1</p> <ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely (knowledge that medicines can sometimes be harmful, that medicines should be used properly following instructions on the packaging, that medicines have instructions to ensure they do not harm us, that medicines should be looked after by a trusted adult) to recognise what is meant by a 'medicine' (knowledge that a medicine can be creams, liquids, tablets, that effects the body and mind) <p>Summer 2</p> <ul style="list-style-type: none"> to identify some of the effects related to different medicine and that all medicine may have side effects (knowledge that different medicines effect different bodies in different ways, that medicines have side effects that may be positive or negative) to identify some of the risks associated with medicines common to everyday life (knowledge that drugs can be both good and bad, medicine is a good drug however they can be addictive which can cause harm) <p><u>Vocabulary</u></p> <p>Mental, physical, health, hygiene, dental health, plaque, enamel, protect, flossing, gums, dairy, calcium, strengthen, medicines, harmful, drugs, substance, alcohol, caffeine, tobacco, cigarettes, e-cigarettes, vaping, addictive, habit, FRANK, Drink Aware, NHS, ASH, charity, services</p>
	<p><u>Our Community</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to recognise differences between people (knowledge that people differ in gender, race and faith) to recognise what they have in common with others (knowledge that different people have thing in common with different people, that shared values, likes and dislikes, aspirations are things that they might have in common with others) <p>Autumn 2</p> <ul style="list-style-type: none"> about the importance of respecting the differences and similarities between people (knowledge that it is important to respect people, that there should be respect of similarities and differences between people) a vocabulary to sensitively discuss difference and include everyone (knowledge that we should discuss similarities and differences, that people respond in different ways to things that are discussed, that they need to be sensitive to others feelings towards differences, that they should include everyone) <p>Spring 1</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community (knowledge that a community is a group of people, that they are part of a community, that being in a community means they have a role and responsibility, that a community bring benefits) <p>Spring 2</p> <ul style="list-style-type: none"> to recognise that they belong to different communities aswell as the school community (knowledge that they are in more than one community, that school is a community, that different people belong to different 	<p><u>Our Future</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs (knowledge that people have different amounts of money, that people spend money on different things, that a budget helps people spend money in different ways, that people respond to money in different ways) <p>Autumn 2</p> <ul style="list-style-type: none"> how to keep track of money and why it is important to know how much is being spent (knowledge that a budget helps keep track of money, that budgets help people spend and save money) <p>Spring</p> <ul style="list-style-type: none"> about different ways to pay for things and the reasons for using them (knowledge that money can be spent in different ways, that cash, cards, e-payment are ways to pay and spend money, that people have different reasons for using different payment methods) <p>Summer</p> <ul style="list-style-type: none"> that how people spend money can have positive or negative effects on others (knowledge that how people spend money affects others, that spending money can have positive or negative effects, that charities and single use plastics are some things people spend money on) <p><u>Vocabulary</u></p> <p>Spend, decision, budget, payment, cash, cards, e-payment, charities, single use plastic</p>	<p><u>Our Feelings and well-being</u> <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> about some of the different ways people express feelings (knowledge that words, actions, body language are ways to express our feelings) to recognise how feelings can change overtime and become more or less powerful (knowledge that feelings are fluid and change over time, that feelings can grow stronger or fade and become weaker) <p>Autumn 2</p> <ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make (knowledge that different people have differences that make them unique, that individuals have different things to share and say, that what others say is important, that speech should be valued) <p>Spring 1</p> <ul style="list-style-type: none"> to recognise how strengths and interests form part of a person's identity (knowledge that our identity is made up of different things, that strengths and interests are examples of what makes us unique) <p>Spring 2</p> <ul style="list-style-type: none"> how to identify their own personal strengths and interests and what they're proud of (knowledge that different people have strengths that others don't have, that we all have strengths, that everyone has something to be proud of, that we can see strengths and interests in ourselves) <p>Summer 1</p> <ul style="list-style-type: none"> to recognise common challenges to self-worth (knowledge that finding school work difficult, friendship issues are examples of challenges people face, that self-worth means self esteem and having confidence in ourselves)

	<p>communities)</p> <p>Summer 1</p> <ul style="list-style-type: none"> about the different groups that make up and contribute to a community (knowledge that smaller groups can play a part in a large community, that families are a small group that can be a part of larger communities) about the individuals and groups that help the local community, (knowledge that volunteers help the local community, that churches and charities support their local communities, that our school helps our local community in different ways) <p>Summer 2</p> <ul style="list-style-type: none"> how to show compassion towards others in need and the shared responsibilities of caring for them (knowledge that they should be compassionate toward others and those in need, that there are people who are in need and less fortunate than us, that they have a responsibility to help others and care for others) <p><u>Vocabulary</u></p> <p>Gender, race, faith, common interests, aspirations, community, sensitive, role and responsibility, local community, compassionate, less fortunate, people in need</p>		<p>Summer 2</p> <ul style="list-style-type: none"> basic strategies to manage and re-frame setbacks (knowledge that asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again are strategies to manage setbacks) <p><u>Vocabulary</u></p> <p>Body language, fluid, unique, valuable, contribution, identity, personal strengths, self-worth, self-esteem, confidence, challenges, setbacks</p>
<p>Year 5</p>	<p>Our Safety <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations (knowledge that different types of touch are acceptable and unacceptable, that people react to touch in different ways, sometimes touch us wanted and unwanted) how to ask for, give and not give permission for physical contact (knowledge that physical contact is touching another person, that people respond to physical contact in different ways, that permission for physical contact can be asked for, given and not given/refused) how it feels in a person's mind and body when they are uncomfortable (knowledge that feeling uncomfortable affects people in different ways, that feelings affect a persons mind and their body and in different ways) <p>Autumn 2</p> <ul style="list-style-type: none"> how to respond to unwanted or unacceptable physical contact (knowledge that physical contact causes people to respond in differently, that we can tell a trusted adult if we experience unwanted/unacceptable physical contact) whom to tell if they are concerned about unwanted physical contact (knowledge that there are trusted adults including family, friends, teachers, school staff, police, doctors, neighbours, Childline, NSPCC who they can inform if they are concerned about unwanted physical contact) <p>Spring 1</p> <ul style="list-style-type: none"> that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about (knowledge that secrets shouldn't make us feel uncomfortable, that we can tell trusted adults if we feel uncomfortable about a secret, that people try to persuade others to keep a secret) 	<p>Our Relationships <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> what makes a healthy friendship (knowledge that mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity and trust makes a healthy friendship, that sharing interests and supporting with problems and difficulties making friendships feel valued) <p>Autumn 2</p> <ul style="list-style-type: none"> strategies to help someone feel included (knowledge that asking questions and listening helps people feel included, joining in and inviting supports others to feel included) <p>Spring 1</p> <ul style="list-style-type: none"> about peer influence and how it can make people feel or behave (knowledge that they have an influence other how others feel, that their actions impact others around them) the impact of the need for peer approval in different situations, including online (knowledge that that peer approval is the need for acceptance by others, that some people need the approval of others, that peer approval can occur online) strategies to manage peer influence and the need for peer approval (knowledge that there are ways to reduce peer influence and approval by having exit strategies and having assertive communication) <p>Spring 2</p> <ul style="list-style-type: none"> that it is common for friendships to experience challenges (knowledge that friendships have positive and negative moments, that friendships can overcome challenges including disagreements and arguments) strategies to positively resolve disputes and reconcile differences in friendships (knowledge that listening and sharing thoughts, feelings and emotions can help to resolve conflicts, that friendships can be reconciled after an argument) <p>Summer 1</p>	<p>Our Bodies <i>Knowledge and Skills</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> healthy sleep strategies and how to maintain them (knowledge that breathing deeply and relaxing are strategies to help with falling asleep, that reducing screen time before sleeping helps with falling asleep, that having a bedtime routine is a sleep strategy) about the benefits of being outdoors and in the sun for physical and mental health (knowledge that fresh air and the outdoors is part of a healthy lifestyle, that the sun gives us vitamin D, helping our physical and mental health) <p>Autumn 2</p> <ul style="list-style-type: none"> that some diseases can be prevented by vaccinations and immunisations (knowledge that people can have vaccines to protect against getting a disease, that some diseases cannot be treated, that people have vaccinations and immunisations from a baby) that bacteria and viruses can affect health (knowledge that illnesses and diseases are caused by bacteria and viruses, that there is good and bad bacteria) <p>Spring 1</p> <ul style="list-style-type: none"> how they can prevent the spread of bacteria and viruses with everyday hygiene routines (knowledge that bacteria and viruses spread in different ways, that diseases are transmitted by other people, animals and insects, through the air or water, that washing hands is vital for reducing the spread of bacteria and viruses) <p>Spring 2</p> <ul style="list-style-type: none"> how to manage risk in relation to sun exposure (knowledge that the sun can be positive and negative, that sun exposure can cause skin damage, that putting sun cream on

<p>Spring 2</p> <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency (knowledge that a situation may change from safe to unsafe and risky, to be aware that activities and situations can alter and change) <p>Summer 1</p> <ul style="list-style-type: none"> to identify occasions where they can help take responsibility for their own safety (knowledge that they can take some responsibility for themselves, that they are involved in their own safety, that they can be responsible to safely cross the road independently) to differentiate between positive risk taking and dangerous behaviour (knowledge that risks can be positive and negative, that positive risks lead to trying new things, that negative risks can lead to harm) <p>Summer 2</p> <ul style="list-style-type: none"> how to deal with common injuries using basic first aid techniques (knowledge that basic first aid puts people in the recovery position, that we should apply pressure to and elevate cuts, link to topic) how to respond in an emergency, including when and how to contact different emergency services (knowledge that emergencies has differing urgencies, that to contact emergency services call 999, on an emergency call to give your location, phone number and description of the emergency, remain on the call) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Acceptable, unacceptable, refused, pressure, physical contact, experience, unwanted, persuade, concern, trusted adult, Childline, NSPCC, inform, emergency, urgency, responsibility, independently, first aid, recovery position, elevate.</p>	<ul style="list-style-type: none"> that friendships can change over time and the benefits of having new and different types of friends (knowledge that friendships change, grow and drift, that having new friendships can teach us new things and help us, that there are different types of friends including close friends, family friends, long distance friends) <p>Summer 2</p> <ul style="list-style-type: none"> how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable (knowledge that people can respond to friends in different ways, that sometimes friends can have a negative impact on our feelings) when and how to seek support in relation to friendships (knowledge that teachers, school staff, families, relatives, NSPCC can help with advice and support about friendships) <p style="text-align: center;"><u>Vocabulary</u></p> <p>mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, healthy friendship, sharing interests, support, valued, friendships, included, influence, peers, approval, assertive, communication, overcome, disagreements, arguments, reconciled, drift, long-distance, NSPCC</p>	<p>and spending time in the shade are ways to reduce sun damage, that the sun can cause heat stroke)</p> <ul style="list-style-type: none"> how medicines can contribute to health and how allergies can be managed (knowledge that medicine help treat illnesses, that allergies are something that can be managed, that hay fever, nut, dairy and gluten allergies and asthma are common ailments) <p>Summer</p> <ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty <p style="text-align: center;"><u>Vocabulary</u></p> <p>Sleep strategies, breathing deeply, relax, vitamin D, sun exposure, heat stroke, skin damage, illness, ailment, bacteria, virus, hay fever, allergy, gluten, disease, vaccine, immunisation, transmitted, vital, responsibility.</p>
<p style="text-align: center;">Our Community Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> to recognise that everyone should be treated equally (knowledge that everyone has a right to be treated fairly, that they should treat others equally) why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (knowledge that they should listen to others, that responding to others shows them you are listening, that they should listen to a range of people who has differing views to themselves) <p>Autumn 2</p> <ul style="list-style-type: none"> what discrimination means and different types of discrimination (knowledge that discrimination is un just treatment of a specific group of people, that discrimination can be based on race, sex, gender, age or disability) to identify online bullying and discrimination of groups or individuals (knowledge that trolling and harassment are forms of bullying and discrimination) <p>Spring 1</p> <ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society (knowledge that discrimination impacts those being discriminated against and the wider society, knowledge of the 'Black lives Matter' movement) <p>Spring 2</p>	<p style="text-align: center;">Our Future Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> to identify jobs that they might like to do in the future (knowledge that people choose jobs based on their interests, that they have a responsibility to choose a job) about the role ambition can play in achieving a future career (knowledge that ambition is a strong desire to do or achieve something, that ambition has an impact on a career, that ambition can help achieve a career) <p>Autumn 2</p> <ul style="list-style-type: none"> how or why someone might choose a certain career (knowledge that different people choose different careers, that people have different reasons for choosing careers) <p>Spring 1</p> <ul style="list-style-type: none"> about what might influence people's decisions about a job or career (knowledge that pay, working conditions, personal interests, strengths and qualities, family, values are things that influence career decisions) <p>Spring 2</p> <ul style="list-style-type: none"> the importance of diversity and inclusion to promote people's career opportunities (knowledge that diversity is important in career opportunity, that inclusion has a role in careers) <p>Summer 1</p> <ul style="list-style-type: none"> about stereotyping in the workplace, its impact and how to challenge it 	<p style="text-align: center;">Our Feelings and well-being Knowledge and Skills</p> <p>Autumn 1</p> <ul style="list-style-type: none"> about personal identity (knowledge that race, sex, gender, family, faith, culture, hobbies, likes/dislikes contribute to a persons identity) <p>Autumn 2</p> <ul style="list-style-type: none"> what contributes to a persons identity (knowledge that everybody's identity is unique, that everyone's identity has value and should be respected) <p>Spring 1</p> <ul style="list-style-type: none"> how to show respect (that respect is caring for others feelings and differences) <p>Spring 2</p> <ul style="list-style-type: none"> how to recognise, respect and express their individuality and personal qualities (knowledge that they are individual, that everyone deserves and has a right to respect, that people express their individuality in different ways) <p>Summer 1</p> <ul style="list-style-type: none"> ways to boost their mood and improve emotional wellbeing (knowledge that emotional wellbeing can be improved through actions) <p>Summer 2</p> <ul style="list-style-type: none"> about the link between participating in interests, hobbies and community groups and mental wellbeing (knowledge that interest, hobbies and community groups impact a person's mental wellbeing) <p style="text-align: center;"><u>Vocabulary</u></p>

	<ul style="list-style-type: none"> ways to safely challenge discrimination (knowledge that discrimination can be challenged, that discrimination needs to be challenged safely) how to report discrimination online (knowledge that they should tell trusted adults if they witness discrimination) <p>Summer 1</p> <ul style="list-style-type: none"> the importance of protecting the environment and how everyday actions can either support or damage it (knowledge that the environment is our responsibility, that everyday actions impact our environment, that actions can positively or negatively impact our environment) how to show compassion for the environment, animals and other living things (knowledge that they need to care for the environment, animals and other living things, that they should have compassion for the things around them) <p>Summer 2</p> <ul style="list-style-type: none"> about the way that money is spent and how it affects the environment (knowledge that the government takes taxes to spend on education, environment, roads, hospitals) to express their own opinions about their responsibility towards the environment (knowledge that their opinion is importance, that they have a responsibility of their own towards the environment) <p><u>Vocabulary</u></p> <p>Fairly, justly, equally, listening and responding, discrimination, treatment, race, sex, gender, age, disability, trolling, harassment, bullying, society, Black lives matter movement, witness, environment, compassion, spending, opinion</p>	<p>(knowledge that stereotyping can be seen in some workplaces, that stereotyping has a impact in workplaces, that people should challenge stereotyping)</p> <p>Summer 2</p> <ul style="list-style-type: none"> that there is a variety of routes into careers (knowledge that college, apprenticeships, university, training are some of the ways into careers, that different routes provide different job opportunities) <p><u>Vocabulary</u></p> <p>Interest, responsibility, ambition, career, achieve, influence, pay, working conditions, personal interests, strengths, qualities, family values, diversity, inclusion, opportunity, workplace, stereotypes, college, apprenticeships, university</p>	<p>Race, gender, sex, family, faith, culture, hobbies, interest, identity, respect, individuality, emotional wellbeing</p>
<p>Year 6</p>	<p><u>Our Safety Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship (knowledge that relationships and friendships can be positive and negative, that working with others and spending time with others can affect our healthy both positively and negatively) <p>Autumn 2</p> <ul style="list-style-type: none"> about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong (knowledge that responsibility can be shared, that responsibility covers those people involved not just those doing it) <p>Spring 1</p> <ul style="list-style-type: none"> strategies to respond to pressure from friends including online (knowledge that we can get pressure from our friends, people respond to pressure differently, pressure can be applied online, that we can tell a trusted adult if we are feeling pressure) <p>Spring 2</p> <ul style="list-style-type: none"> how to assess the risk of different online 'challenges' and 'dares' (knowledge that we can be at risk online, that online activities can be both positive and negative) <p>Summer 1</p> <ul style="list-style-type: none"> how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable (knowledge that pressure affects people differently, that our mind and body both respond to pressure, that trusted adult can help if we are under pressure) 	<p><u>Our Relationships Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> That there are different kinds of loving relationships (knowledge that there are different kinds of love, that attraction/attract is an interest or liking towards someone) about the qualities of healthy relationships that help individuals flourish (knowledge that health relationships help others grow and flourish, that healthy relationships have trust, that healthy relationships include listening, helping, caring and trusting each other) <p>Autumn 2</p> <ul style="list-style-type: none"> About disagreements and what to do if there is a disagreement within friendships and relationships (knowledge that everyone should be treated with respect, that all relationships reach challenges, that people will have different opinions and everyone has a right to their opinion) <p>Spring 1</p> <ul style="list-style-type: none"> ways in which people show commitment to others (knowledge that commitment is dedication, that we can be commitment to events, clubs, groups and people) <p>Spring 2</p> <ul style="list-style-type: none"> About loyalty and lasting relationships (knowledge that relationships are a two way thing, that relationships involve compromise and accepting people for who they are). 	<p><u>Our Bodies Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> About first aid techniques including bites and stings (knowledge that bite and sting impact the body in different ways, that treatment of bites and stings involves removing stings and cleaning area, that bite and stings can lead to allergic reactions) <p>Autumn 2</p> <ul style="list-style-type: none"> About first aid techniques involving asthma (knowledge that asthma is when breathing becomes difficult, that asthma can be treated with inhalers, that there are signs to identify an asthma attack, that in the event of an asthma attack I need to call for help) <p>Spring 1</p> <ul style="list-style-type: none"> About first aid techniques of emergencies and incidents around bleeding. (knowledge that safety clothing is required when dealing with blood, that there are symptoms if someone if bleeding severely) <p>Spring 2</p> <ul style="list-style-type: none"> About first aid techniques for incidents around choking. (Knowledge that choking is extremely dangerous, that there are symptoms if someone is choking, that first aid can be given to help overcome choking) <p>Summer</p>

<ul style="list-style-type: none"> • how to get advice and report concerns about personal safety, including online (knowledge that trusted adults and the NSPCC can give advice about personal safety, that we should report personal safety concerns to the police) <p>Summer 2</p> <ul style="list-style-type: none"> • what consent means and how to seek and give/not give permission in different situations (knowledge that consent is permission for something to happen, that consent can be asked for, given or not given) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Relationship, friendship, responsibility, pressure, trusted adult, NSPCC, personal safety, report, permission, consent, FGM, female genital mutilation, British law, illegal</p>	<p>Summer 1</p> <ul style="list-style-type: none"> • About bullying, why it might occur and how it can be overcome. (knowledge that bullying can come from anyone, that bullying can be challenged safely) <p>Summer 2</p> <ul style="list-style-type: none"> • About role models have an impact on others and how to be a good role model. (knowledge that role models can be anyone, that role models have a responsibility, that they can be role models in the school). <p style="text-align: center;"><u>Vocabulary</u></p> <p>Love, attraction, gender, ethnicity, faith, gender identity, loyalty, friendship, commitment, disagreements, role model, bullying,</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty <p style="text-align: center;"><u>Vocabulary</u></p> <p>Sexual intercourse, pregnancy, sperm, egg, fertilized, womb, contraception, responsibilities, baby, impact, drugs, law, illegal, medicine, FRANK, organisation, advice, concerns, media, influence</p>
<p style="text-align: center;">Our Community <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model (knowledge that our behaviour reflects our values, that they should be role models, that role models can be positive or negative) <p>Autumn 2</p> <ul style="list-style-type: none"> • how to discuss issues respectfully (knowledge that people respond to different topics and issues differently, that they need to be sensitive and respectful when discussing issues) • how to listen to and respect other points of view (knowledge that they need to listen to others, that everyone deserves respect of their points of view, that different people have different points of view) • how to constructively challenge points of view they disagree with (knowledge that they can disagree with different peoples points of view, that they can challenge other points of view, that challenging isn't negative and can be constructive) • ways to participate effectively in discussions online and manage conflict or disagreements (knowledge that they matter and their opinion is important, that they can participate in discussions online, that disagreements and conflict should be peaceful and respectful) <p>Spring 1</p> <ul style="list-style-type: none"> • what pre judgement means (knowledge that pre judgement is a preconceived idea that is not based on reason or experience) • to differentiate between pre judgement and discrimination (knowledge that pre judgement and discrimination are different, that pre judgement is the attitudes and opinions and discrimination is the actions and behaviours) <p>Spring 2</p> <ul style="list-style-type: none"> • how to recognise acts of discrimination (knowledge that discrimination can be seen in societies and communities, that harassment, name-calling, inappropriate jokes and drawings are examples of discrimination) • strategies to safely respond to and challenge discrimination (knowledge that discrimination can and should be challenged, that challenging discrimination should be done safely) <p>Summer 1</p>	<p style="text-align: center;">Our Future <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money (knowledge that money impacts peoples lives positively and negatively, that different people have different attitudes towards money, that decisions involving money can be influenced) <p>Autumn 2</p> <ul style="list-style-type: none"> • about value for money and how to judge if something is value for money (knowledge that money can have different value, that products are valued at different amounts of money, that value for money is if something is worth the money, that different people value different things) <p>Spring 1</p> <ul style="list-style-type: none"> • how companies encourage customers to buy things and why it is important to be a critical consumer (knowledge that companies want to sell things, that customers can be encouraged and influenced to buy things, that a critical consumer is someone making a choice based on their own beliefs) <p>Spring 2</p> <ul style="list-style-type: none"> • how having or not having money can impact on a person's emotions, health and wellbeing (knowledge that money impacts people's emotions, health and wellbeing, that money can have a positive and negative impact) <p>Summer 1</p> <ul style="list-style-type: none"> • about common risks associated with money (knowledge that debt, fraud and gambling are some of the risks of money) • how money can be gained or lost and how these put people at financial risk (knowledge that money can be stolen, lost through scams or gambling, that losing or gaining money can put people at risk) <p>Summer 2</p> <ul style="list-style-type: none"> • how to get help if they are concerned about gambling or other financial risks (knowledge that 'money advice service' and 'citizens advice' are charities that have advice about money, that they should look for help concerning money risks or gambling) <p style="text-align: center;"><u>Vocabulary</u></p>	<p style="text-align: center;">Our Feelings and well-being <u>Knowledge and Skills</u></p> <p>Autumn 1</p> <ul style="list-style-type: none"> • that mental health is just as important as physical health (knowledge that mental health is important, that physical health is important, that both need looking after) • to recognise that anyone can be affected by mental ill-health (knowledge that mental health effects the people around us, that difficulties in mental health can be resolved with help and support) <p>Autumn 2</p> <ul style="list-style-type: none"> • how negative experiences can affect mental wellbeing (knowledge that experiences impact their mental health, that being bullied or feeling lonely can negatively effect their mental wellbeing) • positive strategies for managing feelings (knowledge that talking about feeling is an example of a strategy to help manage feelings) • that there are situations when someone may experience mixed or conflicting feelings (knowledge that we can feel a mix of different emotions at the same time, that people can feel confused about their own emotions) <p>Spring 1</p> <ul style="list-style-type: none"> • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome (knowledge that feelings can be useful or unhelpful, that people react to different feelings in different ways) • to recognise that if someone experiences feelings that are not so good – help and support is available (knowledge that there is places, people and spaces which can help people with their own feelings) • identify where they and others can ask for help and support with mental wellbeing in and outside school (knowledge that sharing their feelings and emotions is a strategy to help with our mental wellbeing, that trusted adults both in school and out of school can help with mental wellbeing) <p>Spring 2</p> <ul style="list-style-type: none"> • about the changes that may occur in life (knowledge that events in our lives cause different feelings and emotions, that some events can cause conflicting feelings, that death, separation, new life are examples of some changes that might occurs in life)

<ul style="list-style-type: none"> • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups (knowledge that stereotypes are wide held, fixed and oversimplified view of people or things, that stereotypes impact other peoples feelings, stereotypes can be harmful, hurtful and dangerous, that stereotypes can encourage pre justice) <p>Summer 2</p> <ul style="list-style-type: none"> • how stereotypes are perpetuated and how to challenge this (knowledge that stereotypes are perpetuated through the media, that they should also consider media can be bias or misleading) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Role models, values, respectful discussion, points of view, constructive challenge, conflict, disagreements, peaceful, preconceived, discriminations, pre justice, stereotypes, society, community, harassment, media, bias, misleading</p>	<p>Value for money, companies, customers, critical consumer, fraud, debt, gambling, financial risk, Money Advice Service, Citizens Advice, charities</p>	<ul style="list-style-type: none"> • about strategies that can help someone cope with the feelings associated with change or loss (knowledge that talking, listening, writing or meditating are examples of strategies to help with change or loss) <p>Summer 1</p> <ul style="list-style-type: none"> • about the process of grieving and how grief can be expressed (knowledge that different people grieve in different ways, that talking, meditating, writing letters or journals are examples of ways grief can be expressed) • to identify how to ask for help and support with loss, grief or other aspects of change (knowledge that help and support is available to everyone, that a trusted adult can offer advice or support with loss, grief and change) <p>Summer 2</p> <ul style="list-style-type: none"> • about the transition to secondary school and how this may affect their feelings (knowledge that different people respond to change in different ways, that moving to secondary school is a example of change in a persons life, that their feelings and emotions may change because of transitioning schools) • about how relationships may change as they grow up or move to secondary school (knowledge that friendships and relationships change overtime, that at secondary schools friends may grow apart or new friends might be made) • practical strategies that can help to manage times of change and transition (knowledge that practising the bus route to secondary school is an example of a strategy to help with transition to secondary school) <p style="text-align: center;"><u>Vocabulary</u></p> <p>Mental health, physical health, conflicting feelings, experiences, mental wellbeing, trusted adult, change, death, separation, grief, loss, meditating, transition</p>
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