



**Healthy Schools Partnership**  
London Borough of Southwark

# **A PSHE and Wellbeing Curriculum Framework for Primary Schools (Version 5, March 2021)**

*Format 1: 'Three Core Themes Per Term' Model*

*This model revisits each core theme per term and has 9 boxes, part of spiral approach.*

**[www.schools.southwark.gov.uk/pshe-healthy-schools](http://www.schools.southwark.gov.uk/pshe-healthy-schools)**

## Introduction

This document provides a Curriculum Framework (CF) for school and curriculum leaders aiding the delivery of PSHE & Wellbeing Education, an education that is relevant and necessary for today's learners in the 21st century. This Curriculum Framework helps schools fulfil the statutory obligations of supporting pupil wellbeing and is fully aligned with the Ofsted Framework as well as to National Curriculum (NC) themes – personal development, health & safety, emotional health, anti-bullying, inclusion & equality, children's rights, behaviour & welfare, Citizenship, British values and Social, Moral, Spiritual, Cultural education (SMSC), RSE & HE.

This curriculum is not fixed, it is evolving; it is designed for curriculum leaders and teachers to amend, change and add to, ensuring it matches the real and actual needs of all children and young people (C&YP). It also contributes to your school achieving the Healthy School London Awards.

### Our Learning Partnership - [www.schools.southwark.gov.uk/pshe-healthy-schools](http://www.schools.southwark.gov.uk/pshe-healthy-schools)

This Version 5 of the Curriculum Framework has been led by Southwark Healthy Schools Champion School "Southwark Park Primary", driven by Emily Hogg, Wellbeing Lead, with support from: other Southwark Healthy Schools Champion Schools, "PSHE, Wellbeing, Healthy Schools & Lives Strategy Group", PSHE, Wellbeing & Citizenship Subject Networks, leading teaching practitioners from across many schools, LA's Education CPD Team, Public Health, Community Safety Team and Road Safety Teams.

Thank you specifically to the London Tri-Borough for commissioning the basis of this work (led by Health Education Partnership) and sharing its development at key stages with professional colleagues. Thank you also to PSHE, Citizenship and Healthy Schools colleagues locally and nationally.

Finally, a massive thank you to all the learners and C&YP who have kindly contributed to this new PSHE & Wellbeing curriculum over the past years.

### Changes from Version 4 to Version 5

In September 2020, it became statutory for all schools to be teaching the Relationships Education, Relationships and Sex Education and Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Version 5 Curriculum Framework has integrated all components from the DfE guidance onto one document for teachers to use. Teachers will be able to teach all statutory parts of the RSHE curriculum alongside their PSHE and Wellbeing lessons. Please see the **–Health Education –Relationships Education** annotations on the Framework.

### 'How To' use this Curriculum Framework

This PSHE and Wellbeing Curriculum Framework is designed to be flexible for schools to use. PSHE, RSE, HE, Science, PE & Sport, RE, Pastoral and Safeguarding Leads should work together to design the most effective PSHE & Wellbeing curriculum model to meet the needs of all their students. There are also opportunities to link with other subjects including English, Drama, Geography, Computing, History, D&T and Food Tec. Subject leads and school leaders should seek to access staff training sessions, assessment guidance, walkthrough examples and tools for quality assuring resources.

## Supporting Legislation and Guidance

- [Keeping Children Safe in Education](#) (statutory guidance) (2020)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Relationships and sex education \(RSE\) and health education \(HE\)](#) (statutory guidance 2019)
- [Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between pupils\)](#) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

## Ofsted

The latest [Ofsted Framework](#) places a greater emphasis on **Personal Development** and the provision of a broad and balanced curriculum. A well planned, confidently delivered PSHE programme can contribute to all four judgement areas and is key to effective **Safeguarding**.

*"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children... This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."* Ofsted Chief Inspector Amanda Spielman, July 2019

The development of attributes and skills are key to **Personal Development** rather than just a focus on facts. These essential skills and attributes are outlined on p.11 of this framework. "Preventative" PSHE education helps children and young people to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting the judgement on **Behaviour and Attitudes**. It's clear that PSHE education will play a key role in providing evidence under the new framework. Under the **Quality of Education** judgement be prepared for a '**Deep Dive**' into PSHE, considering these questions:

- **Intent** – curriculum meeting the needs of the pupils?
- **Implementation** – timetabled lessons & confident staff?
- **Impact** – measures to show the positive impact?

### **SEND**

Lessons and resources need to be relevant and accessible to all pupils, including those with SEND. These pupils may be more vulnerable to exploitation and bullying, therefore sensitive and age-appropriate Relationships and Health Education is an essential part of their learning.

### **Partners**

Partners may support your delivery of PSHE Education but this should be used to enhance your provision and not replace planned timetabled lessons taught by confident staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school.

### **Period Product Scheme**

The DfE have introduced a [period product scheme](#) to allow schools to order free period products for those in the school who need them. This is to help tackle period poverty. Consider how this complements your lessons on menstrual wellbeing.

### **Staff**

There are some sensitive topics to teach within PSHE and some topics that require specific knowledge that staff may not have. It is helpful to find out how staff are feeling, where the gaps are in terms of their knowledge, confidence and skills and access to CPD for staff to fill these gaps.

## **PSHE and Wellbeing Education Considerations....**

### **Parents / Statutory Duties**

Parents can withdraw their child/children from sex education that is outside of the statutory requirements. Schools must have an RSE policy ratified by Governors and this along with the PSHE curriculum must be published on the school website.

### **Whole School Approach**

Essential for enriching wellbeing in school e.g. promoting staff health and wellbeing; nurturing relationships across the whole school community; staff modelling positive, respectful behaviours; creating a culture within which all can feel safe; establishing a sense of belonging, and regularly celebrating successes. A PSHE curriculum supports SMSC development.

### **Questions from Children and Young People**

Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to.

### **Equality and Diversity**

Schools have statutory duties under the Equality Act (2010) and the promotion of British Values. There are 9 protected characteristics within the Equality Act and an inclusive curriculum/ethos includes all of these groups, helping to prevent bullying across the school community. Teaching should reflect British Law and distinguish between opinions and facts.

## Overview

This PSHE and Wellbeing Curriculum Framework is based upon the PSHE Association's [Programme of Study](#) (2020). The Programme of Study is a guide set out to help you build a PSHE & Wellbeing Scheme of Work at your school by covering core and statutory PSHE curriculum content as stipulated by the DfE. The PSHE Association have launched a new version of our 'We've got it covered' mapping document to reflect the latest statutory guidance by the DfE (2019). This document outlines **how the Programme of Study for PSHE education covers – and goes beyond – the health, relationships and RSE guidance**. This programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and the school's statutory responsibility to promote pupils' wellbeing. There are three Core Themes within which there will be broad overlap and flexibility for teaching staff to adapt:

**Core Theme 1: Health and Wellbeing    Core Theme 2: Relationships    Core Theme 3: Living in the Wider World**

**PSHE**  
Association

## Key Stages 1 and 2: Programme of Study from the PSHE Association.

<b>Core Theme 1: Health and Wellbeing</b> (Including emotional intelligence, self-esteem, resilience, RSE & DATE – Christopher Winter Project and Relationships and Health Education)	<b>Core Theme 2: Relationships</b> (Including RSE - Christopher Winter Project and Relationships and Health Education)	<b>Core Theme 3: Living in the wider world</b> (Including, Children's Rights, Economic Wellbeing and Citizenship Education and Relationships and Health Education)
<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>	<b>Pupils should be taught:</b>
1. What is meant by a healthy lifestyle	1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	1. About respect for self and others and the importance of responsible behaviours and actions
2. How to maintain physical, mental and emotional health and wellbeing	2. How to recognise and manage emotions within a range of relationships	2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. How to manage risks to physical and emotional health and wellbeing	3. How to recognise risky or negative relationships including all forms of bullying and abuse	3. About different groups and communities
4. Ways of keeping physically and emotionally safe	4. How to respond to risky or negative relationships and ask for help	4. To respect equality and to be a productive member of a diverse community
5. About managing change, such as puberty, transition and loss	5. How to respect equality and diversity in relationships	5. About the importance of respecting and protecting the environment
6. How to make informed choices about health and wellbeing and to recognise sources of help with this	6. The characteristics of a healthy family life and how families may appear different to their own.	7. About where money comes from, keeping it safe and the importance of managing it effectively
7. How to respond in an emergency and know some basic concepts of first aid.	7. The characteristics of friendships and how to seek advice from others if a friendship makes them feel unhappy.	8. How money plays an important part in people's lives
8. To identify different influences on health and wellbeing	8. How to manage online relationships safely.	9. A basic understanding of enterprise.
	9. How to be a discerning consumer of information online.	

## Overarching PSHE & Wellbeing Concepts from the PSHE Association

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- 2. Relationships** (including different types and in different settings)
- 3. A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- 4. 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)
- 5. Diversity and equality** (in all its forms)
- 6. Children's Rights** (including United Nations Convention on the Rights of the Child), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. 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)
- 8. Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)





### Essential Skills from the PSHE Association

Although the Programme of Study has been set out per year group:

*“It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.”*

Essential Skills		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set<sup>4</sup> and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others’ right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</li> <li>4. Skills for employability, including               <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>

## Christopher Winter Project (CWP)

Southwark provides free training and resources for the Christopher Winter Project. This is a [PSHE Association Quality Assured](#) whole school scheme of work for **Relationships and Sex Education (RSE)** and **Drugs, Alcohol, Tobacco Education (DATE)**. There are 3 lessons per year group and all resources are provided.

## Science Curriculum

Sex Education is the statutory part of Relationships & Sex Education (RSE) and Health Education. It falls within the Science Orders - included in this Curriculum Framework are explicit links to the Science curriculum in **purple**.

## Safeguarding & Ofsted - [www.pshe-association.org.uk/news-and-blog/blog-entry/ofsted-blog-striving-good-or-outstanding-pshe](http://www.pshe-association.org.uk/news-and-blog/blog-entry/ofsted-blog-striving-good-or-outstanding-pshe)

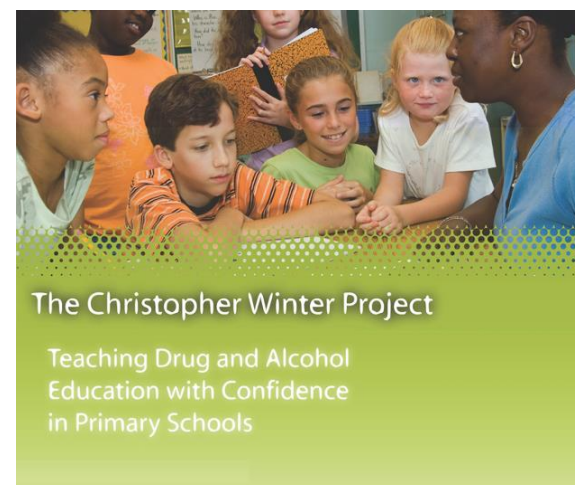
As Ofsted has stated, the provision of a comprehensive PSHE Programme of Study is essential for safeguarding pupils at schools. Ofsted highlights the links between PSHE, Citizenship and SMSC and the overall effectiveness of delivering national curriculum objectives in schools. As the PSHE Association have stated:

*"We are very encouraged to hear Ofsted emphasising the importance of PSHE education in relation to such areas as pupil Spiritual, Moral, Social and Cultural development, safeguarding and safety. Ofsted inspectors are guided to consider how well a school's curriculum helps pupils to protect themselves from drug and alcohol abuse, eating disorders, gang culture, child sexual exploitation, extremism, FGM and forced marriage among other things. PSHE education may be a non-statutory subject in itself but **that doesn't mean schools can get away with not delivering it**. This may sound paradoxical but it is a fact that the PSHE education curriculum makes a major contribution to a whole range of schools' other statutory responsibilities, for example:*

- **The responsibility to promote children and young people's personal and economic well-being, and:**
- **The responsibility to offer sex and relationships education."**



reception	year 1	year 2	year 3
year 4	year 5	year 6	Additional
<b>Reception Family and Friendship</b> Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families	<b>Year 1 Growing and Caring For Ourselves</b> Lesson 1: Different Friends Lesson 2: Growing & Changing Lesson 3: Families & Care	<b>Year 2 Differences</b> Lesson 1: Differences Lesson 2: Male & Female Animals Lesson 3: Naming Body Parts	
<b>Year 3 Valuing Difference and Keeping Safe</b> Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support	<b>Year 4 Growing Up</b> Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships	<b>Year 5 Puberty</b> Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support	
<b>Year 6 Puberty, Relationships &amp; Reproduction</b> Lesson 1: Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships	<b>Additional Folder Year 5/6</b> Unit 1: FGM Unit 2: Respect and Equality		



Year 1	Year 4
Year 2	Year 5
Year 3	Year 6
<b>Year 1 Medicines and People Who Help Us</b> Lesson 1: Staying Healthy Lesson 2: Medicines Lesson 3: Who gives us medicines?	
<b>Year 2 Keeping Safe</b> Lesson 1: Risk Lesson 2: Hazardous Substances Lesson 3: Safety Rules	
<b>Year 3 Smoking</b> Lesson 1: Why People Smoke Lesson 2: Physical Effects of Smoking Lesson 3: No Smoking	
<b>Year 4 Alcohol</b> Lesson 1: Effects of Alcohol Lesson 2: Alcohol and Risk Lesson 3: Limits to Drinking Alcohol	
<b>Year 5 Legal and Illegal Drugs</b> Lesson 1: Legal and Illegal Drugs Lesson 2: Attitudes to Drugs Lesson 3: Peer Pressure	
<b>Year 6 Preventing Early Use</b> Lesson 1: Cannabis Lesson 2: VSA and Getting Help Lesson 3: Help, Advice and Support	



## PSHE Association

Southwark schools have free membership to the PSHE Association and are able to access some resources free of charge. [www.pshe-association.org.uk/southwark](http://www.pshe-association.org.uk/southwark)

Once registered, your school will be able to access the Guides to Assessment in PSHE Education, KS1-4:

[www.pshe-association.org.uk/curriculum-and-resources/resources/guides-assessment-pshe-education-ks1-4](http://www.pshe-association.org.uk/curriculum-and-resources/resources/guides-assessment-pshe-education-ks1-4)

### Assessment of PSHE and Wellbeing Education

Schools should regularly baseline their pupils to gauge current knowledge and progress. Schools should continue to make use of the existing *End of Key Stage* statements produced by the DfE to inform the assessment process. These are available online and on the Southwark Council's website:

[www.schools.southwark.gov.uk/pshe-healthy-schools](http://www.schools.southwark.gov.uk/pshe-healthy-schools)

## Social and Emotional Learning Programmes

The development and practice of Knowledge, Skills, Values, SMSC and Attitudes based within a spiral curriculum is another feature of this Framework – topics are revisited and built on developmentally. All schools in Southwark have free access to the new SEAL website. Register at: <http://www.sealcommunity.org/>.



The PSHE Association quality assures the resources it promotes. Southwark schools have free membership to the PSHE Association and are able to access all resources free of charge. [www.pshe-association.org.uk/southwark](http://www.pshe-association.org.uk/southwark)



**Go-Givers** resources are linked to the “Citizenship” elements of this new framework. Go-Givers is an SMSC programme for primary and middle schools. It is an initiative of the Citizenship Foundation, enabling young people to engage in democratic society. Visit the website at: <http://www.gogivers.org/>

To access up to date educational research and learn more about effective interventions and strategies that do make a positive impact, access the teaching & learning toolkit: <http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

Types of Assessment (What)	Purpose (Why)	Possible Activities (How)
<b>Baseline Assessment</b> (Needs Assessment)	Determines need through gaining an understanding of prior learning, existing knowledge and abilities. Provides a starting point for planning to ensure sessions and learning objectives are appropriate to meet the needs of the children.	Thought-showers, Structured Whole Class Discussions, Quizzes, Draw and Write Activity, Value Continuums, ‘What Do You Know?’ Sheets, Graffiti Wall
<b>Formative Assessment</b> (Assessment <u>for</u> Learning)	An on-going activity to provide reflection and evidence for use by both learners and practitioners to decide where children are in their development/learning, against agreed learning objectives, in order to determine where they need to go and how to get there, address misconceptions and plug any learning gaps.	<b>Photos*</b> , Role-play, Self-reflection diaries, Group Observations, One-to-one discussions, Presentations, Coursework, Concept maps, Peer and Self Assessment, Target setting,
<b>Summative Assessment</b> (Assessment <u>of</u> Learning)	An activity to determine progress and achievement at the end of a scheme/unit of work measured against a set of success criteria.	Displays, Quiz, End of unit presentation, Written Assignment, Test or Exam, Self-Assessment Reflection sheet, Draw and Write Activity

PSHE & Wellbeing Medium Term Lesson Planning Tool – How to turn a ‘Scheme of Work’ into a series of lessons (per half term)

<b>Title (Scheme of Work):</b>	
<b><i>Planning ‘Steps to Success’</i></b>	<b><i>Planning Notes</i></b>
<p><b>Aim of the Scheme of Work</b></p> <p><i>What are we trying to achieve in this series of lessons?</i></p>	
<p><b>Baseline Assessment</b></p> <p><i>What knowledge, understanding, experience, skills, beliefs, values and attitudes do the learners already have? Do they have any special needs? How will this affect my planning?</i></p>	
<p><b>Learning Objectives</b></p> <p><i>What do the learners need to <b>know</b>? Is this developing a skill or exploring, challenging, confirming attitudes, beliefs or values, expanding a concept or increasing understanding?</i></p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>5)</p> <p>6)</p>
<p><b>Learning Outcomes</b></p> <p><i>What will the learner be able to <b>do</b> as a result of the learning? What are the <b>Success Criteria</b>? List...? Describe...? Manage...? Analyse...? Evaluate...? Which learning activities will best achieve this outcome?</i></p>	
<p><b>Assessment</b></p> <p><i>How will we incorporate AfL and give opportunities for reflection? How will we know we’ve achieved the objectives? Can we demonstrate ‘progress’? And how do we <b>measure</b> this? Do we use peer/self assessment?</i></p>	10

## Early Years: Foundation Stage

<b>National Curriculum target links:</b>		<b>* SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) -Health Education -Relationships Education		<b>OTHER LINKS:</b> - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity
<b>Core Theme</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	
<b>Health and Wellbeing</b>	<p style="text-align: center;"><b>My Identity and Skills</b></p> <p style="text-align: center;"><b>EWMH [biology] UNCRC: Article 2</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About where they live and belong and what they can do</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be aware of themselves and their skills</li> <li>- Feel good about themselves</li> </ul> <p style="text-align: center;"><b>Basic First Aid Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Role play making a phone call to the emergency services.</li> </ul>	<p style="text-align: center;"><b>Self Awareness</b></p> <p style="text-align: center;"><b>EWMH</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About feelings and goals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to set a target for themselves</li> </ul> <p style="text-align: center;"><b>* Keeping Well and Clean Health Education Healthy and Safe UNCRC: Article 24</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About basic hygiene and germs [biology]</li> <li>About dental health and the benefits of good oral hygiene</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Know how to keep themselves clean</li> <li>- Know how to brush their teeth and why is important.</li> </ul>	<p style="text-align: center;"><b>Developing Skills</b></p> <p style="text-align: center;"><b>EWMH UNCRC: Article 29</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how they are improving</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-be able to talk about growing [biology]</li> </ul> <p style="text-align: center;"><b>* Healthy Eating Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Be able to describe some food in a healthy diet.</li> </ul> <p style="text-align: center;"><b>Physical health and fitness Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The physical benefits of an active lifestyle</li> <li>The importance of building regular exercise into daily and weekly routines</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Take part in different physical activities and talk about their benefits.</li> </ul>	
	<b>Relationships</b>	<p style="text-align: center;"><b>* Safe and Unsafe Relationships Education Healthy and Safe UNCRC: Articles 6 &amp; 36</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Who keeps them safe and how</li> <li>About what is safe and unsafe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to talk about how to keep safe</li> </ul>	<p style="text-align: center;"><b>* Friendship (CWP) Relationships Education EWMH Values &amp; SMSC UNCRC: Article 15</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What friends are</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>- Be able to talk about what makes a good friend</li> <li>- Recognise how their behaviour affects other people</li> </ul> <p style="text-align: center;"><b>Internet safety and harms Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to identify a person to speak to about issues online.</li> </ul>	<p style="text-align: center;"><b>Special people EWMH Values &amp; SMSC UNCRC: Article 2</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Who are special people and that everyone's are different</li> <li>More about how people feel</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Recognise similarities and differences in families [Working scientifically]</li> </ul>
		<b>Living in the Wider World</b>	<p style="text-align: center;"><b>Keeping Safe UNCRC: Article 1 Healthy and Safe Citizenship &amp; British Values – Children's Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how to co-exist and be helpful</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to say why we need rules and give some examples</li> </ul>	<p style="text-align: center;"><b>* Co-operative Learning UNCRC: Article 15 Citizenship &amp; British Values – participation, sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to contribute to the life of the classroom</li> <li>To help construct, and agree to follow, group and class rules and to understand how these rules help them</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Participate in co-operative learning games</li> <li>- Learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) [biology]</li> <li>- That they belong to various groups and communities such as family and school</li> <li>- What improves and harms their local, natural and built environments and about some of the ways people look after them [biology]</li> <li>- That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul>

## Key Stage 1: Year 1

National Curriculum target links:	<p>✳️ <b>SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing &amp; Mental Health (EWMH) -Healthy and Safe -Citizenship &amp; British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships &amp; Sex Education (RSE) and Drugs, Alcohol &amp; Tobacco Education (DATE) –Health Education –Relationships Education</p>		<p><b>OTHER LINKS:</b>                  - United Nations Convention on the Rights of the Child (UNCRC)                  - Values, SMSC &amp; RE – Inc. diversity and equal opportunities                  - PE/Sport &amp; Physical Activity</p>
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p style="text-align: center;">✳️ <b>Feelings</b>  <b>UNCRC: Article 27 EWMH – self esteem/awareness</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to tell how people are feeling</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to show some self-awareness</li> </ul> <p style="text-align: center;">✳️ <b>Keeping Well and Clean Healthy and Safe Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others [biology]</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist.</li> <li>About personal hygiene and germs and the importance of handwashing</li> <li>The importance of sufficient good quality sleep for good health.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Know how to keep themselves clean and how to brush their teeth effectively [biology]</li> <li>Know how much sleep they need and some good sleeping habits.</li> </ul>	<p style="text-align: center;">✳️ <b>Parts of the Body (CWP) [biology] Healthy and Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About their bodies and how they work [biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body [biology]</li> </ul> <p style="text-align: center;">✳️ <b>Mums and Babies – how we grow (CWP) EWMH</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About babies and birth and about the process of growing from young to old [biology]</li> <li>That babies need care and attention (love) in order to calm them if they are upset [biology]</li> <li>How people’s needs change &amp; responsibilities that increasing independence may bring [biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Bring in photos of themselves/ their parents/carers at different stages from birth till now</li> <li>Plan a visit by a Mum and formulate questions</li> </ul>	<p style="text-align: center;">✳️ <b>Drug Education (DATE) Healthy and Safe EWMH</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That household products, including medicines, can be harmful if not used properly [Working scientifically]</li> <li>About feeling worried</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Know how to protect themselves</li> </ul> <p style="text-align: center;"><b>Physical and health and fitness Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The risks associated with an inactive lifestyle</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Take part in different physical activities and talk about their benefits.</li> <li>Know which adults they can speak to about their health.</li> <li>Know how to maintain and active, healthy lifestyle</li> </ul> <p style="text-align: center;"><b>Healthy Eating Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet</li> <li>The principles of planning and preparing a range of healthy meals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to give examples of healthy food and drink choices.</li> <li>Plan and prepare healthy snacks/food at school.</li> </ul>
	Relationships	<p style="text-align: center;">✳️ <b>Who Are Our Friends?</b>  <b>UNCRC: Article 15 EWMH – self awareness Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About different types of friends, including grown-ups</li> <li>The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to talk about good and not so good feelings</li> <li>Be able to talk about friends</li> <li>Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>Know how to get help if someone asks them to keep a secret that does not feel good</li> </ul>	<p style="text-align: center;"><b>Losing and Finding EWMH – self esteem</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About what happens when things get lost or change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</li> </ul> <p style="text-align: center;">✳️ <b>Internet safety and harms Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That for the most people the internet is an integral part of life and has many benefits</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information private.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to identify a person to speak to about issues online.</li> <li>Be able to explain how they use the internet and why it is beneficial.</li> <li>Know how to keep their personal information private when online.</li> </ul>

## Key Stage 1: Year 1

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p style="text-align: center;">✿ <b>Persuasion &amp; Reality</b></p> <p><b>UNCRC: Articles 12 &amp; 30 EWMH Anti-bullying</b></p> <p><b>Citizenship &amp; British Values – Children’s Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• More about differences between fantasy and reality</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Understand the difference between these</i></li> </ul> <p style="text-align: center;"><b>Being Different</b></p> <p><b>Anti-bullying Values, SMSC &amp; RE – diversity and equal opportunities</b></p> <p><b>Citizenship &amp; British Values – sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• More about other people’s opinions and views</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Be able to construct a simple survey</i></li> <li>- <i>Begin to recognise that people are different and that is ok</i></li> </ul>	<p style="text-align: center;"><b>Sustainable Development</b></p> <p style="text-align: center;"><b>Citizenship &amp; British Values [chemistry]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the environment and <i>take part in a class recycling activity</i></li> </ul>	<p style="text-align: center;">✿ <b>Looking After Myself</b></p> <p><b>Healthy and Safe UNCRC: Article 6 Citizenship &amp; British Values – world of work</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• More about road safety and who helps us keep safe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Understand the role of the Emergency Services</i></li> </ul> <p style="text-align: center;"><b>Health and prevention Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Describe ways they can stay safe in the sunshine.</i></li> </ul>

## Key Stage 1: Year 2

<b>National Curriculum target links:</b>	<b>* SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) -Health Education -Relationships Education		<b>OTHER LINKS:</b> - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity
<b>Core Theme</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Health and Wellbeing</b>	<p style="text-align: center;"><b>Healthy People      Healthy and Safe</b>  <b>UNCRC: Article 24      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About what healthy people do. This should include learning about the benefits of rest and exercise. <b>[biology] &amp; PE/Sport &amp; Physical Activity</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to describe the components of a healthy day <b>[biology] &amp; PE/Sport &amp; Physical Activity</b></li> <li>-Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences</li> <li>- Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people <b>[biology] &amp; PE/Sport &amp; Physical Activity</b></li> </ul> <p style="text-align: center;"><b>Healthy Eating and Keeping Fit      Healthy and Safe</b>  <b>UNCRC: Article 24      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About what food is healthy and that too much or too little food can be unhealthy</li> <li>Learn about exercise and what makes places healthy</li> <li>Begin to learn how to make real, informed choices that improve their physical and emotional health</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Use their learning to plan a healthy lunchbox <b>biology]</b></li> <li>- Plan and carry out a programme of exercise <b>PE/Sport</b></li> </ul>	<p style="text-align: center;"><b>About My Body (CWP)      EWMH – self esteem</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>More about parts of the body and how the body works <b>[biology] &amp; PE/Sport</b></li> <li>About the physical similarities and differences between biological males and females <b>[biology]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to name the main parts of the body (including external genitalia) <b>[biology]</b></li> <li>- Be able to show understanding of key bodily functions <b>[biology] &amp; PE/Sport</b></li> </ul> <p style="text-align: center;"><b>Growing and Changing</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>More about what happens as things grow <b>[biology]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to describe some elements of the growth cycle <b>[biology]</b></li> </ul> <p style="text-align: center;"><b>Health and Prevention      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About personal hygiene and germs, how they are spread and treated and the importance of handwashing.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Describe the importance of handwashing.</li> <li>-Know how to wash their hands effectively.</li> </ul> <p style="text-align: center;"><b>* Personal Identity      EWMH – self esteem</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To set simple but challenging goals</li> <li>Learn from experiences and recognize their strengths</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Set their own goals to achieve.</li> </ul>	<p style="text-align: center;"><b>* Drug Education (DATE) [biology]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That household products, including medicines, can be harmful if not used properly <b>[Working scientifically]</b></li> <li>Rules for and ways of keeping physically &amp; emotionally safe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Know how to protect themselves</li> <li>-Describe ways to be physically and emotionally safe.</li> </ul> <p style="text-align: center;"><b>* Basic First Aid      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary</li> <li>Concepts of basic first aid including: wasp &amp; bee stings, cuts &amp; grazes, vomiting and nosebleeds.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Know key information to relay to the emergency services when making a phone call.</li> <li>-Role play basic first aid.</li> </ul> <p style="text-align: center;"><b>Physical Health and Fitness      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>-the characteristics and mental and physical benefits of an active lifestyle.</li> <li>-the importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>-the risks associated with an inactive lifestyle</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Take part in different physical activities and talk about their benefits.</li> <li>-Know which adults they can speak to about their health.</li> <li>-Know how to maintain and active, healthy lifestyle.</li> </ul>
	<b>Relationships</b>	<p style="text-align: center;"><b>* Same and Different – being truthful</b>  <b>EWMH      Anti-bullying      UNCRC: Article 3</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About truth and lies and more about diversity</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Be able to show what constitutes a good friend</li> <li>- Recognise what is fair and unfair, kind &amp; unkind including bullying because someone is different to you</li> </ul> <p style="text-align: center;"><b>* Coping With Conflict      EWMH      Anti-bullying</b>  <b>Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>More about teasing &amp; bullying, the different types of teasing and bullying, that these are wrong and unacceptable</li> <li>Consequences of anti-social &amp; aggressive behaviours such as bullying &amp; discrimination on individuals &amp; communities</li> <li>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- Know why this is wrong and how to get help.</li> <li>- Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> </ul>	<p style="text-align: center;"><b>* Internet safety and harms      Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>-Be able to identify a person to speak to about issues online.</li> <li>-Be able to explain how they use the internet and why it is beneficial.</li> <li>-Know how to keep their personal information private when online.</li> <li>-Create a poster about Internet Safety.</li> </ul>

## Key Stage 1: Year 2

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p style="text-align: center;"><b>Money and Shopping</b></p> <p style="text-align: center;"><b>Citizenship &amp; British Values – Financial Capability</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About money and spending</li> </ul> <p>Children should:</p> <p><i>-Be able to role-play simple financial transactions</i></p>	<p style="text-align: center;"><b>Our School Community</b></p> <p style="text-align: center;"><b>UNCRC: Articles 2 &amp; 36 Citizenship &amp; British Values – sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety through bikeability programme) <b>[Working scientifically]</b></li> <li>Rules for safety in the environment (incl. rail, water &amp; fire safety) <b>[Working scientifically]</b></li> <li>About safety online, the responsible use of ICT,</li> <li>The difference between secrets and surprises and understanding not to keep adults' secrets) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) <b>[Working scientifically]</b></li> <li>To offer constructive support and feedback to others <b>[Working scientifically]</b></li> <li>To identify and respect the differences and similarities between people</li> </ul> <p>Children should:</p> <p><i>- Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</i></p> <p><i>- Use various media to illustrate this</i></p>	<p style="text-align: center;"><b>Special Days</b></p> <p style="text-align: center;"><b>UNCRC: Article 14 Values, SMSC &amp; RE – diversity and equal opportunities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About a range of festivals</li> </ul> <p>Children should:</p> <p><i>- Demonstrate this learning at an assembly or display</i></p> <p style="text-align: center;"><b>Global Food</b></p> <p style="text-align: center;"><b>Citizenship &amp; British Values - Sustainable Development</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About where food comes from <b>[Working scientifically biology]</b></li> </ul> <p>Children should:</p> <p><i>- Learn more about the ethics of food supply</i></p> <p style="text-align: center;"><b>Health and Prevention</b>      <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun and how to reduce the risk of sun damage.</li> </ul> <p>Children should:</p> <p><i>- Describe ways they can stay safe in the sunshine.</i></p> <p><i>-Create a poster about Sun Safety.</i></p>

## Key Stage 2: Year 3

<b>National Curriculum target links:</b>	<p>✳️ <b>SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing &amp; Mental Health (EWMH) -Healthy and Safe -Citizenship &amp; British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships &amp; Sex Education (RSE) and Drugs, Alcohol &amp; Tobacco Education (DATE) –Health Education –Relationships Education</p>	<p><b>OTHER LINKS:</b>                  - United Nations Convention on the Rights of the Child (UNCRC)                  - Values, SMSC &amp; RE – Inc. diversity and equal opportunities                  - PE/Sport &amp; Physical Activity</p>
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Core Theme	Autumn Term	Spring Term	Summer Term
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<b>Health and Wellbeing</b>	<p>✳️ <b>Emotions and Feelings – looking at pressure</b>  <b>EWMH Anti-bullying UNCRC: Articles 17 &amp; 27 Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to deal with feelings, how to cope with pressure</li> <li>What positively and negatively affects their physical, mental and emotional health (including the media)</li> </ul> <p>Children should:</p> <p>- Know who they can talk to if they are beginning to feel pressured</p> <p>✳️ <b>Keeping Safe Health Education Healthy and Safe UNCRC: Article 6</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About risks they may face</li> <li>That bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria <b>[Working scientifically, biology]</b></li> <li>About personal hygiene and germs including bacteria and viruses, how they are spread and treated and the importance of handwashing.</li> </ul> <p>Children should:</p> <p>- Be able to describe what risk is and how this may affect decisions                  -Describe how some viruses and bacteria spread.                  -Know how to wash their hands effectively and other routines for keeping safe.</p>	<p>✳️ <b>Feeling Sad and Making Choices EWMH – self awareness</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>About critical thinking and decision making</li> </ul> <p>Children should:</p> <p>- Be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)                  - Be able to write about feelings</p> <p>✳️ <b>Mental Wellbeing Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p>Children should:</p> <p>-Describe how they are feeling along with their behavior and actions.                  -Describe techniques that benefit their personal mental wellbeing.</p> <p>✳️ <b>Looking After Others</b>  <b>EWMH Citizenship &amp; British Values – Children’s Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the UN Convention on the Rights of the Child <b>UNCRC: Article 4</b></li> </ul> <p>Children should:</p> <p>- Be able to talk about feelings                  - Recognise and respond appropriately to a wider range of feelings in others                  - Have looked after a toy pet, and recorded this <b>[Working scientifically, biology]</b></p>	<p>✳️ <b>Accidents and Prevention Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About outdoor places and how to behave responsibly</li> </ul> <p>Children should:</p> <p>- Produce a display on outdoor risks</p> <p>✳️ <b>Drug Education (DATE) Healthy and Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the impact of smoking and passive smoking and laws to prevent smoking <b>[Working scientifically, biology]</b></li> <li>School rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ul> <p>Children should:</p> <p>- Be able to ask for help or assistance</p> <p><b>Physical health and fitness Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> </ul> <p>Children should:</p> <p>-Take part in a variety of different exercises at school.                  -Plan a class workout and participate in it.</p>
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<b>Relationships</b>	<p>✳️ <b>Healthy Relationships Relationships Education Healthy and Safe UNCRC: Article 24</b></p> <p>Children will learn</p> <ul style="list-style-type: none"> <li>What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> </ul> <p>Children should:</p> <p>- Recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>✳️ <b>Sex and Relationship Education (CWP) [biology]</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About biological gender and growing</li> </ul> <p>Children should:</p> <p>- Be aware of differences and gender identity</p> <p>✳️ <b>Types of Relationship (CWP) Values, SMSC EWMH – self-awareness Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About different types of relationships including friends and families, civil partnerships and marriage</li> <li>That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (incl. same sex)</li> </ul> <p>Children should:</p> <p>- Understand that there are a variety of relationships</p>	<p><b>Families Who Live Far Away Relationships Education Values, SMSC &amp; RE– diversity UNCRC: Article 22</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About extended families</li> </ul> <p>Children should:</p> <p>- Be able to discuss issues for families living overseas</p> <p>✳️ <b>Internet Safety and harms Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others mental and physical wellbeing.</li> <li>Why social media, some computer games and online gaming are restricted.</li> </ul> <p>Children should:</p> <p>-Know some of the risks when spending excessive time online.                  -Discuss the positive and negative effects of time online.                  -Know the age restrictions and content restrictions for popular social media and gaming sites.</p>	<p>✳️ <b>Peer Pressure Healthy and Safe Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> </ul> <p>Children should:</p> <p>- Be able to describe how to deal with unhelpful pressure                  - Be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p><b>Special People in School EWMH – self awareness</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About different roles in school</li> </ul> <p>Children should:</p> <p>-Conduct an interview</p>
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## Key Stage 1: Year 3

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p style="text-align: center;"><b>Councilors – what do they do?</b></p> <p style="text-align: center;"><b>Citizenship &amp; British values</b> <span style="color: blue;">UNCRC: Article 12</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About Children’s Rights and local democracy</li> <li>• That there are different kinds of rights and responsibilities at home, at school, in the community and towards the environment</li> <li>• Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Show an understanding of the role of a school councillor</i></li> <li>- <i>Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</i></li> </ul>	<p style="text-align: center;"><b>Where do things come from?</b></p> <p style="text-align: center;"><b>Citizenship &amp; British values – sustainable development, environment</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About sources of products and Fair-trade <span style="color: purple;">[Working scientifically, biology]</span></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Be able to debate about ethics</i></li> </ul> <p style="text-align: center;"><b>My Community and Me</b></p> <p style="text-align: center;"><b>Citizenship &amp; British Values</b> <span style="color: blue;">UNCRC: Article 3</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</i></li> </ul>	<p style="text-align: center;"><b>Our Ideal Community</b></p> <p style="text-align: center;"><b>Citizenship &amp; British values – sense of community, participation, world of work</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>- About how community facilities work</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Produce a map of the community</i></li> </ul>

## Key Stage 2: Year 4

<b>National Curriculum target links:</b>	<p>✳️ <b>SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing &amp; Mental Health (EWMH) -Healthy and Safe -Citizenship &amp; British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships &amp; Sex Education (RSE) and Drugs, Alcohol &amp; Tobacco Education (DATE) -Health Education -Relationships Education</p>	<p><b>OTHER LINKS:</b>                  - United Nations Convention on the Rights of the Child (UNCRC)                  - Values, SMSC &amp; RE – Inc. diversity and equal opportunities                  - PE/Sport &amp; Physical Activity</p>
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Core Theme	Autumn Term	Spring Term	Summer Term
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<b>Health and Wellbeing</b>	<p style="text-align: center;"><b>Healthy Eating</b>    <b>Health Education</b>  <b>Healthy and Safe</b>    <b>PE/Sport</b>    <b>UNCRC: Article 24</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About what food is healthy and why [biology]</li> <li>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on diet and health)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to design a series of healthy menus and compare these with each other and the food offered in school</i></li> <li><i>- Understand how they will begin to change [biology]</i></li> </ul> <p>✳️ <b>Health and Prevention</b>    <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Create an information leaflet about sleep and how to have a good sleep routine.</i></li> <li><i>- Know key features of good oral hygiene.</i></li> </ul>	<p style="text-align: center;"><b>Drug, Alcohol and Tobacco Education (DATE)</b>  <b>Healthy and Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the effects of alcohol and how to make safe decisions [Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Describe some effects of alcohol and how to be safe.</i></li> </ul> <p>✳️ <b>Decision Making</b>    <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to describe the effects of smoking and how to make safe decisions [Working scientifically, biology]</i></li> <li><i>- Begin to understand the concept of a 'balanced lifestyle'</i></li> </ul> <p style="text-align: center;"><b>Strong Feelings</b>    <b>EWMH</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About strong feelings and mood swings</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to express these feelings in writing</i></li> </ul>	<p style="text-align: center;"><b>Basic first aid</b>    <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary</li> <li>Concepts of basic first aid, including common injuries and head injuries including headaches, head injuries, sprains, broken bones, asthma and eye injuries.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Role play making a call to emergency services, including knowing key personal information to share.</i></li> <li><i>- Observe or take part in basic first aid procedures.</i></li> </ul> <p>✳️ <b>Mental Wellbeing</b>    <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Research community based projects that support and promote mental wellbeing.</i></li> </ul> <p style="text-align: center;"><b>Physical health and fitness</b>    <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of and active lifestyle</li> <li>The risks associated with an inactive lifestyle (including obesity)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Describe the characteristics of an active and inactive lifestyle.</i></li> <li><i>- Create a week plan to ensure they are achieving and active lifestyle.</i></li> </ul>
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<b>Relationships</b>	<p style="text-align: center;"><b>Bereavement, Loss and Separation</b>    <b>EWMH</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how it feels to lose someone</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to identify who can help them with difficult feelings</i></li> </ul> <p>✳️ <b>Relationships and Sex Education (CWP)</b>  <b>EWMH – self awareness</b>    <b>Healthy and Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How their body will change as they approach and move through puberty [biology]</li> <li>About the emotional changes they may experience during puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to recognise changes to their own bodies</i></li> </ul>	<p style="text-align: center;"><b>Persuasion and Pressure</b>    <b>Relationships Education</b>    <b>EWMH</b>    <b>Anti-bullying</b>  <b>UNCRC: Articles 23 &amp; 34</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That their actions affect themselves and others</li> <li>About the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</i></li> <li><i>- Be able to demonstrate some basic techniques for resisting pressure</i></li> </ul> <p>✳️ <b>Internet safety and harms</b>    <b>Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Why social media, some computer games and online gaming are age restricted.</li> <li>That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>Where and how to report concerns and get support on issues online.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Know the age restrictions and content restrictions for popular social media and gaming sites.</i></li> <li><i>- Know who/where to seek support and advice from when the internet becomes a negative place.</i></li> </ul>	<p style="text-align: center;"><b>Exclusion/Inclusion</b>    <b>Relationships Education</b>  <b>EWMH</b>    <b>Anti-bullying</b>    <b>UNCRC: Articles 23 &amp; 34</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About equal opportunities and their importance</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Be able to show understanding of difference including disability</i></li> <li><i>- Recognise how images in the media do not always reflect reality and can affect how people feel about themselves</i></li> <li><i>- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</i></li> </ul> <p style="text-align: center;"><b>Mental Wellbeing</b>  <b>Health Education</b>    <b>Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That bullying (including cyberbullying) has negative and often lasting impact on mental wellbeing.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li><i>- Describe ways in which they can seek support if experiencing bullying.</i></li> <li><i>- Create Anti-Bullying posters.</i></li> </ul>
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## Key Stage 2: Year 4

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Living in the Wider World</b>	<p style="text-align: center;"><b>Media and the Community</b> <span style="color: blue;">UNCRC: Article 17</span> <b>Citizenship &amp; British Values – Children’s Rights &amp; Media Literacy</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About how the media influences decisions</li> <li>• About sources of persuasion including the media <span style="color: purple;">[Working scientifically, biology]</span></li> <li>• The importance of protecting personal information, including passwords, addresses and images</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Be able to hold a debate on a topical issue</i></li> <li>- <i>Be able to recognise some persuasive media tactics e.g. on television advert</i></li> <li>- <i>Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment and the online risks of social media including YouTube channels) and to use this as an opportunity to build resilience.</i></li> </ul>	<p style="text-align: center;"><b>Recycling Project</b> <b>Citizenship &amp; British Values – sustainable development, environmental participation</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• More about the local community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Be able to explain what can be recycled in their “local” recycling bins</i> <span style="color: purple;">[Working scientifically, biology, chemistry]</span></li> </ul>	<p style="text-align: center;"><b>Fundraising Activities</b> <b>Citizenship &amp; British Values – financial capability, participation</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About what voluntary agencies do</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Plan and undertake a simple fundraising project</i></li> <li>- <i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></li> </ul> <p style="text-align: center;"><span style="color: red;">✳</span> <b>Children’s Rights</b> <b>Citizenship &amp; British Values</b> <span style="color: blue;">UNCRC: Article 4</span></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the <b>UN Convention on the Rights of the Child</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>- <i>Be able to give examples of right and wrong (universal and within English)</i></li> <li>- <i>Recognise that their increasing duty to protect all people’s rights and keep themselves and others safe</i></li> </ul>

## Key Stage 2: Year 5

National Curriculum target links:	<p>✳️ <b>SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing &amp; Mental Health (EWMH) -Healthy and Safe -Citizenship &amp; British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships &amp; Sex Education (RSE) and Drugs, Alcohol &amp; Tobacco Education (DATE) -Health Education -Relationships Education</p>		<p><b>OTHER LINKS:</b>                  - United Nations Convention on the Rights of the Child (UNCRC)                  - Values, SMSC &amp; RE – Inc. diversity and equal opportunities                  - PE/Sport &amp; Physical Activity</p>
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>✳️ <b>Healthy Lifestyles</b> Health Education UNCRC: Articles 4, 6 &amp; 24  <b>Healthy and Safe</b> Citizenship &amp; British values – Children’s Rights</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how their own lifestyle contributes to health [Working scientifically, biology]</li> <li>What is meant by the term ‘habit’ and why habits can be hard to change</li> <li>About taking care of their body [biology], understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact understanding (that actions and unwanted sexual behaviours constitute abuse, are a crime and how to get support if they have fears for themselves or their peers)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Conduct a local survey to understand more about eating habits</li> <li>Create resources on body autonomy and practice assertiveness</li> </ul>	<p>✳️ <b>Drugs, Alcohol and Tobacco Education (DATE)</b> Healthy and Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others [Working scientifically, biology]</li> <li>About alcohol, attitudes to drugs and making safe decisions in situations involving drugs</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations</li> </ul> <p>✳️ <b>Healthy Eating</b> Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (impact of alcohol on diet and health).</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Analyze an example healthy diet and discuss positives and negatives.</li> <li>Discuss example scenarios of unhealthy lifestyles.</li> </ul>	<p>✳️ <b>Health and Prevention</b> Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Know who to speak to when experiencing changes to the body.</li> <li>Create a poster about safe and unsafe exposure to the sun.</li> </ul> <p>✳️ <b>Physical health and fitness</b> Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity)</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Know who they can speak to about their health and which organisations they can contact for support.</li> </ul>
	Relationships	<p><b>What is a ‘Healthy Relationship?’</b> Relationships Education UNCRC: Article 30</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>More about a range of issues that can affect families</li> <li>About change, including transitions loss, separation, divorce and bereavement</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be aware of some of the problems families/parents can face</li> </ul> <p>EWMH</p> <p>✳️ <b>Being left out &amp; Coping with Bullying</b> Relationships Education UNCRC: Article 2</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How it feels to be excluded or discriminated against</li> <li>About how to deal with bullies Anti-bullying</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to describe how this feels</li> <li>Consider bullying themes within the school such as racism, hate speech, ability, special need, gender identity, disabilities, Homophobic, Biphobic and Transphobic (HBT) bullying and sexual bullying– including the use of words such as ‘gay’ as an insult</li> <li>Use role-play or other to demonstrate techniques they have learnt</li> </ul>	<p><b>Internet safety and harms</b> Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</li> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Create a leaflet about Internet Safety including: how to ration time online, the positives/negatives of the internet, key ages for social media sites and how to be a discerning consumer of information online.</li> </ul> <p>✳️ <b>Working Together</b> Anti-bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How they can work together to bring about change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> </ul>

## Key Stage 2: Year 5

Core Theme	Autumn Term	Spring Term	Summer Term
Living in the Wider World	<p style="text-align: center;"><b>Stereotypes and Changing Relationships Education</b>  <b>UNCRC: Article 2 EWMH Values, SMSC &amp; RE Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) and about images and stereotypes</li> </ul> <p>Children should:  <i>-be aware of the need to challenge stereotypes and prejudiced based bullying</i></p> <p style="text-align: center;"><b>Money and Saving</b>  <b>Citizenship &amp; British Values – Financial Capability, World of Work</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About saving and spending</li> </ul> <p>Children should:  <i>-run a simple marketing project in teams</i></p> <p style="text-align: center;"><b>Setting Personal Goals</b>  <b>UNCRC: Article 3 &amp; 13 EWMH Citizenship &amp; British Values – Children's Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to set goals and targets for themselves</li> </ul> <p>Children should:  <i>-Produce a personal plan</i></p>	<p style="text-align: center;"><b>Democracy Simulation UNCRC: Articles 12 &amp; 13</b>  <b>Citizenship &amp; British Values – Democracy and Government</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how local democracy works</li> </ul> <p>Children should:  <i>- Use a simulation to develop understanding of democracy</i>  <i>- Work collaboratively towards shared goals to develop strategies to resolve disputes through negotiation and appropriate compromise</i>  <i>- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including all types of bullying: cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and know how to respond and ask for help)</i></p> <p style="text-align: center;"><b>Diversity Values, SMSC &amp; RE Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About the lives of people living in other places, and people with different values and customs</li> </ul> <p>Children should:  <i>-appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p style="text-align: center;"><b>Personal Safety</b>  <b>UNCRC: Article 36 EWMH Citizenship &amp; British Values – Children's Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the <b>United Nations Declaration of the Rights of the Child</b></li> <li>That these universal rights are there to protect everyone and primacy over national law and family and community practices</li> </ul> <p>Children should:  <i>- Develop strategies for keeping physically and emotionally safe including road safety, safety in the environment such as gang culture and knife carrying and safety online (including social media, grooming, sexting, online bullying and the responsible use of the internet and devices used).</i></p>	<p style="text-align: center;"><b>Global Community Project – Refugee Week UNCRC: Article 22</b>  <b>Values &amp; SMSC- diversity and equal opportunities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About issues facing refugees, particularly in their local community</li> <li>About the lives of people living in other places, and people with different Values and customs</li> </ul> <p>Children should:  <i>- Produce materials for Refugee Week for the school</i>  <i>- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i>  <i>Children should:</i>  <i>- Be aware of the need to challenge stereotypes and prejudiced based bullying'</i></p>

## Key Stage 2: Year 6

<b>National Curriculum target links:</b>	<b>SAFEGUARDING LINKS:</b> -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) -Health Education -Relationships Education		<b>OTHER LINKS:</b> - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity
<b>Core Theme</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Health and Wellbeing</b>	<p><b>Self Confidence – valuing yourself and others Relationships Education</b>  <b>UNCRC: Article 29 Citizenship &amp; British Values – Children’s Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About taking on more personal responsibility</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to demonstrate how their actions affect others</li> <li>Consider their responses to scenarios such hearing Homophobic, Biphobic and Transphobic (HBT) language, making choices and considering consequences around knife carrying and friendship/acquaintance choices</li> </ul> <p><b>Health and Prevention Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect, weight, mood and ability to learn.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance handwashing.</li> <li>The facts and science relating to allergies, immunization and vaccination.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Describe ways in which they can look after their health.</li> <li>Look at case studies/example scenarios and discuss preventative messages that could support their health.</li> </ul>	<p><b>Drugs, Alcohol and Tobacco Education (DATE) Healthy and Safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Effects and risks of drugs and the consequences of use [Working scientifically, biology]</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to describe effects and risks, understand consequences of drug use and know where to go for help [Working scientifically, biology]</li> </ul> <p><b>Healthy Eating Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>The principles of planning and preparing a range of healthy meals</li> <li>The characteristics of a poor diet and the risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol/drugs on diet or health)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Create a resource for another year group about Healthy Eating.</li> </ul>	<p><b>Physical health and fitness Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Plan and deliver an exercise circuit to another year group.</li> </ul> <p><b>Strong Emotions EWMH UNCRC: Article 27</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>What is an appropriate and inappropriate emotional response</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>Be able to express what it means to be in command of themselves and others</li> </ul> <p><b>Basic first aid Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary</li> <li>Concepts of basic first aid, including common injuries and head injuries including: burns &amp; scalds, allergies, choking, bleeding and falling unconscious.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Role play making a call to emergency services, including knowing key personal information to share.</li> <li>Observe or take part in basic first aid procedures.</li> </ul>
	<b>Relationships</b>	<p><b>Secrets and Dilemmas Values &amp; SMSC Healthy and Safe Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About handling moral dilemmas and when to tell</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Show understanding through role-play or other scenario activities</li> </ul> <p><b>Conflict Resolution EWMH UNCRC: Article 12 Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how to deal with conflicts as they arise</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to suggest strategies for handling conflict</li> <li>Be able to recognise and manage ‘dares’</li> <li>Be able to recognise how “peer acceptance” may be influential in their actions and behaviours</li> <li>This may include exploring resisting gang culture and knife carrying.</li> </ul> <p><b>Arguments and Families EWMH Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About how different families behave/interact/communicate</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Recognise that reaching positive solutions usually involves negotiation and compromise</li> </ul>	<p><b>Relationships and Sex Education – what do we mean by love? (CWP) [biology] Healthy and Safe Values, SMSC &amp; RE – diversity Relationships Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>About parenting and love</li> <li>That there is nothing that they should be afraid to ask about</li> <li>That there are some cultural practices that are against British law and universal human rights such as <b>female genital mutilation (FGM)</b></li> <li>To explore positive and negative ways of communicating in a relationship (online relationships)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</li> <li>Be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so</li> <li>Explore questions about RSE including Gender &amp; Sexual Identity including lesbian, gay, bisexual, trans, queer and interested (LGBTQI) and sexual health</li> </ul> <p><b>Internet and safety and harms Health Education</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Why social media, some computer games and online gaming are age restricted</li> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engine, is ranked, selected and targeted.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Discuss examples of fake news/negative online experiences and how these can be rectified.</li> <li>Reflect on their time and use on the internet.</li> </ul>

## Key Stage 2: Year 6

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Living in the Wider World</b>	<p style="text-align: center;"><b>Our Neighbours</b>    <b>UNCRC: Article 30</b>  <b>Citizenship &amp; British values – sense of community</b>  <b>Values, SMSC &amp; RE– diversity and equal opportunities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• More about people in their community</li> </ul> <p>Children should:</p> <p>- Be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. <b>[Working scientifically]</b></p> <p style="text-align: center;"><b>Money and Me</b>  <b>Citizenship &amp; British Values – World of Work</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• About enterprise and the skills that make someone 'enterprising'</li> </ul> <p>Children should:</p> <p>- Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>- Explore and critique how the media present information structure and conduct interviews and compare results <b>[Working scientifically, biology]</b></p>	<p style="text-align: center;"><b>Democracy and Decisions</b>    <b>UNCRC: Articles 3, 4, 12 &amp; 13</b>  <b>Citizenship &amp; British Values – Children's Rights</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Learn about government and parliament</li> </ul> <p>Children should:</p> <p>- Show understanding via letter writing</p> <p style="text-align: center;"><b>Racism and its consequences</b>    <b>Anti-bullying Relationships Education</b>  <b>UNCRC: Article 2</b>    <b>Values, SMSC &amp; RE– diversity and equal opportunities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That actions have consequences – emotionally as well as physically and that bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech), racist behaviours and knife carrying are wrong</li> <li>• About aggressive behaviour</li> </ul> <p>Children should:</p> <p>- Understand about bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and how to manage it.</p>	<p style="text-align: center;"><b>Celebration – supporting each other</b>  <b>Citizenship &amp; British Values – sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul> <p>Children should:</p> <p>- Produce a Year 4 Resource on <b>how to support each other</b></p>



# Our Rights

**In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.**

**These are our rights.**

- Article 1**  
Everyone under the age of 18 has all the rights in the Convention.
- Article 2**  
The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.
- Article 3**  
The best interests of the child must be a top priority in all things that affect children.
- Article 4**  
Governments must do all they can to make sure every child can enjoy their rights.
- Article 5**  
Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.
- Article 6**  
Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.
- Article 7**  
Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.
- Article 8**  
Governments must respect every child's right to a name, a nationality and family ties.
- Article 9**  
Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.
- Article 10**  
Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.
- Article 11**  
Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.
- Article 12**  
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 13**  
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
- Article 14**  
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.
- Article 15**  
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16**  
Every child has the right to privacy. The law should protect the child's private, family and home life.
- Article 17**  
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.
- Article 18**  
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.
- Article 19**  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 20**  
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.
- Article 21**  
If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.
- Article 22**  
If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.
- Article 23**  
A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.
- Article 24**  
Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.
- Article 25**  
If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.
- Article 26**  
Governments must provide extra money for the children of families in need.
- Article 27**  
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.
- Article 28**  
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

- Article 29**  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30**  
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.
- Article 31**  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 32**  
Governments must protect children from work that is dangerous or might harm their health or education.
- Article 33**  
Governments must protect children from the use of illegal drugs.
- Article 34**  
Governments must protect children from sexual abuse and exploitation.
- Article 35**  
Governments must ensure that children are not abducted or sold.
- Article 36**  
Governments must protect children from all other forms of bad treatment.
- Article 37**  
No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.
- Article 38**  
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.
- Article 39**  
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.
- Article 40**  
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.
- Article 41**  
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.
- Article 42**  
Governments should make the Convention known to children and adults.
- The Convention has 54 articles in total. Articles 43–54 are about how adults and governments work together to make sure that all children get all their rights.