

PSHE,  
Relationship and Sex Education (RSE)  
& Citizenship

Scheme of Work for  
Amblecote Primary School



## Introduction

### What is PSHE, Citizenship, Relationship and Sex Education?

Personal, Social, Health and Economic education (PSHE) and Citizenship in primary school are planned programmes of learning opportunities and experiences that help children grow and develop as individual and as members of families and social and economic communities, PHSE education and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE provides a focus on the personal dimension and Citizenship a focus on the public dimension. The Relationships (RSE) aspect (compulsory from September 2020) provide a framework and ideas for teaching key aspects of healthy relationships. PSHE education, Citizenship and RSE enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. This area of the curriculum makes a significant contribution towards supporting schools in meeting statutory responsibilities to promote well-being, achieve the curriculum aims and promote community cohesion.

Nicky Morgan, Secretary of State for Education in a report titled 'Government Response: Life Lessons- PSHE and RSE in schools' states that:

"PSHE is a curriculum for modern life. A good PSHE education provides young people with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides young people with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance. We know that these are the skills and qualities that business leaders are crying out for and help to address the productivity gap. We also know that these skills are not innate and that they can and should be developed.

Perhaps as a result of this publication, but certainly in light of the increasing media reporting concerning child sexual exploitation, radicalisation and female genital mutilation (to name a few sensitive issues), Ofsted will be adopting from September 2015 'The common inspection framework: education, skills and early years', which includes and will consider the 'Personal development, behaviour and welfare' of pupils as part of their inspections. They will be looking at the extent to which the school successfully promote and support children's and other learners':

- behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others;
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media;
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating;
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

Ofsted will also be following the 'Inspecting safeguarding in early years, education and skills settings', which states that inspectors will consider evidence that:

- action is taken to raise awareness of children and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation;
- there is a clear approach to implementing the 'Prevent' duty and keeping children and learners safe from the dangers of radicalisation and extremism;
- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language;
- children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.

Effective, age appropriate PSHE is therefore crucial for schools to be providing effective safeguarding and to be judged as 'good' or 'outstanding' by Ofsted.

The non-statutory National Curriculum guidelines for PSHE and Citizenship and the statutory guidance for Relationship Education at KS1 and KS2 provide the overall framework for what pupils should be taught. The four main themes are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active part as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people. A copy of the objectives within each of the themes is Include in the section 'The National Context'. Similarly, the themes and objectives within Citizenship are included in this section.

### **Effective teaching and learning in PSHE, Citizenship and Relationship and Sex Education.**

This Scheme of Work attempts to outline successful pedagogical approaches to the teaching of PSHE education, Citizenship and Relationship and Sex Education and illustrate good practice in this field. It is essentially one area of the curriculum where active learning strategies are preferable. The lesson plans contain several suggested activities and teachers will need to decide which are the most appropriate to use for their pupils. It is also advisable to incorporate some reflection time into each lesson. There may even be a case, at times, to temporarily suspend the learning objective if other needs are pressing among pupils and using the PSHE education lesson time to address those issues. The Scheme of Work is intended to provide a structure and a context for a range of learning opportunities, lessons are sequence and progressive, but flexibility is to also be encouraged. This Scheme of Work is updated on an annual basis and currently contains lesson suggestions regarding:

- Online-safety
- Respecting Rights, Inc. FGM and forced marriages (Y6)
- Belonging to the community (linked to British Values and Citizenship)
- Bullying
- Puberty
- Healthy Eating



### **Amblecote Scheme of Work**

This Scheme of Work follows the 'Twinkl Life' program of a whole school spiral curriculum with each phase (Y1&2, Y3&4 and Y5&6) looking at the same theme which is sequenced and progressive - laid out in a two-year programme. The range of topics ensure a comprehensive coverage of PSHE education and Citizenship issues which include community and participation, safety (including online safety), health education (Inc. RSE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

<b>Theme</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>
<b>Relationship Education</b>	TEAM (Years 1, 3 & 5)	Be Yourself (Years 1, 3 & 5)	VIPs (Years 2, 4 & 6)	Digital Wellbeing (Years 2, 4 & 6)
<b>Health and Wellbeing</b>	It's My Body (Years 1, 3 & 5)	Think Positive (Years 2, 4 & 6)	Safety First (Years 2, 4 & 6)	Growing Up (Years 2, 5 & 6)
<b>Living in the Wider World</b>	Diverse Britain (Years 1, 3 & 5)	Money Matters (Years 1, 3 & 5)	One World (Years 2, 3 & 4)	Aiming High (Years 1, 3 & 5)




# PSHE/RSE - Rolling Curriculum 1



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Years 1/2</b> 	<b>Aiming High</b> (Living in the Wider World)  <b>Be Yourself</b> (Relationships Education)		<b>It's My Body</b> (Health & Wellbeing)  <b>TEAM</b> (Relationship Education)		<b>Diverse Britain</b> (Living in the Wider World)  <b>Money Matters</b> (Living in the Wider World)	
<b>Years 3/4</b> 	<b>TEAM</b> (Relationship Education)  <b>Aiming High</b> (Living in the Wider World)		<b>Diverse Britain</b> (Living in the Wider World)  <b>Be Yourself</b> (Relationship Education)		<b>It's My Body</b> (Health & Wellbeing)  <b>Money Matters</b> (Living in the Wider World)	
<b>Years 5/6</b> 	<b>TEAM</b> (Relationship Education)  <b>Diverse Britain</b> (Living in the Wider World)  <b>Growing Up</b> (Year 5) Talk (Delivered by School Nurse) (Health & Wellbeing)		<b>Be Yourself</b> (Relationship Education)  <b>It's my Body</b> (Health and Wellbeing)		<b>Safety First</b> (Health & Wellbeing)  <b>Growing Up</b> (Year 5)  <b>Growing Up</b> (Year 6) (Year 6— to include talk by School Nurse) (Health & Wellbeing)	

# PSHE/RSE - Rolling Curriculum 2



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Years 1/2</b> 	<b>Digital Wellbeing</b> (Relationship Education)  <b>One World</b> (Living in the Wider World)		<b>Growing Up</b> (Health & Wellbeing)  <b>VIPs</b> (Relationship Education)		<b>Think Positive</b> (Health & Wellbeing)  <b>Safety First</b> (Health & Wellbeing)	
<b>Years 3/4</b> 	<b>Think Positive</b> (Health & Wellbeing)  <b>Safety First</b> (Health & Wellbeing)		<b>VIPs</b> (Relationship Education)  <b>Digital Wellbeing</b> (Relationship Education)		<b>One World (Y3)</b> (Living in the Wider World)  <b>One World (Y4)</b> (Living in the Wider World)	
<b>Years 5/6</b> 	<b>Think Positive</b> (Health & Wellbeing)  <b>VIPs</b> (Relationship Education)  <b>Growing Up (Year 5) Talk</b> (Delivered by School Nurse) (Health & Wellbeing)		<b>Digital Wellbeing</b> (Relationship Education)  <b>Aiming High</b> (Living in the Wider World)		<b>Money Matters</b> (Living in the Wider World)  <b>Growing Up (Year 5)</b>  <b>Growing Up (Year 6)</b> (Year 6— to include talk by School Nurse) (Health & Wellbeing)	

# **Curriculum Planning**

# Relationship Education – Twinkl Life scheme of work

From Year 1 – 6 covers the following topics:

## TEAM

- **At KS1** – this unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so good choices.
- **At LKS2** – this unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.
- **At UKS2** – this unit focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

## Be Yourself

- **At KS1** – this unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.
- **At LKS2** - this unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes, both in person or online, and the importance of learning from these.
- **At UKS2** - this unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.

## VIPs

- **At KS1** – this unit explores the Very Important Persons (VIPs) in children’s lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.
- **At LKS2** - this unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.
- **At UKS2** - this unit will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.

## Digital Wellbeing

- **At KS1** – this unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.
- **At LKS2** - this unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.
- **At UKS2** - this unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of ‘fake news’ will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.



Unit and Lesson title	Objective Covered	Big Question
<b>TEAM</b> – Together Everyone Achieves More	R1. about the roles different people (e.g., acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to	What does it mean to be part of a team? What teams are we a part of?
<b>TEAM</b> – Listening	R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively	Why is it important to listen to other people? How can we be good listeners?
<b>TEAM</b> – Being Kind	R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous	Why is it important to be kind to our team members? How can we be kind and make people feel good about themselves?
<b>TEAM</b> – Bullying and Teasing	R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	What kinds of unkind behaviour are there? What can we do if we see teasing or bullying or if it happens to us?
<b>TEAM</b> – Brilliant Brains	H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths	How can we be positive learners? What can we do if we find something difficult?
<b>TEAM</b> – Making Good Choices	H23. to identify what they are good at, what they like and dislike R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively	What choices can we make about our behaviour? How might our choices affect the members of our team?

Unit and Lesson title	Objective Covered	Big Question
<b>Be Yourself –</b> Marvellous Me	H21. To recognise what makes them special H22. To recognise the ways in which we are all unique	What makes us special? Why is it important to be kind to ourselves?
<b>Be Yourself –</b> Feelings	H12. How to recognise and name different feelings H13. How feelings can affect people's bodies and how they behave H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	What are our different feelings called? How can we describe them?
<b>Be Yourself –</b> Things I like	H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things H22. To recognise the ways in which we are all unique	When do we feel happy? What other good feelings do you feel?
<b>Be Yourself –</b> Uncomfortable Feelings	H14. How to recognise what others might be feeling H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things H16. About ways of sharing feelings, a range of words to describe feelings H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good R25 how to talk about and share their opinions on things that matter to them	What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings?
<b>Be Yourself –</b> Changes	H12. How to recognise and name different feelings H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	How does it feel when things change, or we lose something precious? What can we do to help ourselves and others when this happens?
<b>Be Yourself –</b> Speak Up!	H23. To identify what they are good at, what they like and dislike R25 how to talk about and share their opinions on things that matter to them	Why are our feelings and thoughts important? How can we explain our thoughts and feelings to others?

Unit and Lesson title	Objective Covered	Big Question
<b>VIPs – Who Are Your VIPs?</b>	H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g., acquaintances, friends, and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for	Who are our special people? What makes them special?
<b>VIPs – Families</b>	H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g., acquaintances, friends, and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Why are families important? How do the people in our families make us feel?
<b>VIPs – Friends</b>	H14. how to recognise what others might be feeling H16. about ways of sharing feelings, a range of words to describe feelings R6. about how people make friends and what makes a good friendship	What makes a good friend? How can we be a good friend?
<b>VIPs – Falling Out</b>	H23. to identify what they are good at, what they like and dislike R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	Why is it important to treat people fairly, even when we are cross with them? What can we do about arguments and disagreements?
<b>VIPs – Working Together</b>	R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively	What does 'cooperate' mean? How can we cooperate with others?
<b>VIPs – Showing You Care</b>	H14. how to recognise what others might be feeling H16. about ways of sharing feelings, a range of words to describe feelings R7. about how to recognise when they or someone else feels lonely and what to do	Why is it important to let people know that they are special to us? How can we show our special people that we care?

Unit and Lesson title	Objective Covered	Big Question
<b>Digital Wellbeing - The Internet and Me</b>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	What do we use the internet for? How can it help us?
<b>Digital Wellbeing – Online and Offline</b>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	How much screen time is healthy? How can I make sure I do a range of activities, both offline and online, to keep my mind and body healthy?
<b>Digital Wellbeing – Staying Safe Online</b>	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know	What are the risks when we go online? What can I do if I feel frightened?
<b>Digital Wellbeing – Personal Information</b>	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L9. that not all information seen online is true	What is personal information? How can we stay safe online?
<b>Digital Wellbeing – Communicating Online</b>	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	How can we use the internet to communicate with others? How can we show respect and kindness online?
<b>Digital Wellbeing – True or False?</b>	L9. that not all information seen online is true	Can we trust everything we see on the internet? How do we know what is true?

Relationship Education Year 3 and 4 taught on a rolling curriculum program		
Unit and Lesson title	Objective Covered	Big Question
<b>TEAM</b> – A New Start	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H24. problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages	How does it feel to start a new class? What are we looking forward to? Is there anything we will miss?
<b>TEAM</b> – Together Everyone Achieves More	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	What are the features of a good team? How do team members benefit from being in a team?
<b>TEAM</b> – Working Together	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	How do the actions of our teammates affect us? How is our team affected by our actions?
<b>TEAM</b> – Being Considerate	R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	How can we tell what our teammates are feeling? How can we respond to the feelings of other people?
<b>TEAM</b> – When Things Go Wrong	R13. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	What happens when we fall out with our team members? How can we solve these problems?
<b>TEAM</b> – Responsibilities	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	Why is it important that everyone on a team fulfils their responsibilities? What are our responsibilities towards our team?

Unit and Lesson title	Objective Covered	Big Question
<b>Be Yourself – Pride</b>	H18. about everyday things that affect feelings and the importance of expressing feelings H25. about personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	What does it mean to have pride in ourselves? Why should we be proud of our achievements?
<b>Be Yourself – Feelings</b>	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R13. the importance of seeking support if feeling lonely or excluded	What are our main feelings and emotions called? What do they feel like? When might these feelings happen?
<b>Be Yourself – Express Yourself</b>	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	What can we do when we feel unhappy or uncomfortable? Why is it important to tell people how you feel?
<b>Be Yourself – Know Your Mind</b>	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	What is 'being assertive'? When and how can we be assertive
<b>Be Yourself – Media Wise</b>	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	What messages do we get from the media about how people should look, feel and behave? Are those messages realistic?
<b>Be Yourself – Making It Right</b>	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	What can we do if we do something wrong or make a mistake? How can this help you in the future

Unit and Lesson title	Objective Covered	Big Question
<b>VIPs – Family and Friends</b>	<p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Why is it a good idea to make new friends?</p> <p>How can we make new friends?</p>
<b>VIPs – Fabulous Friends</b>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included, recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>How should we treat our friends?</p> <p>Why is it important to be kind to our friends?</p>
<b>VIPs – Is This a Good Friend?</b>	<p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>What makes a good friend?</p> <p>What can we do if someone is not a good friend?</p>
<b>VIPs – Falling Out</b>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>How and why do people fall out with their friends?</p> <p>What can we do when this happens?</p>

<b>VIPs – Bullying</b>	<p>R14. that healthy friendships make people feel included, recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>What are the different ways that people can be bullied?</p> <p>How can this affect the people involved?</p>
<b>VIPs – Stand up to Bullying</b>	<p>R14. that healthy friendships make people feel included, recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>What strategies can we use if we feel we are being bullied?</p> <p>What can we do to support someone we feel is being bullied?</p>



Unit and Lesson title	Objective Covered	Big Question
<b>Digital Wellbeing – The Digital World</b>	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. recognise ways in which the internet and social media can be used both positively and negatively	What do we use the internet for? How does the internet affect our lives?
<b>Digital Wellbeing – Digital Kindness</b>	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it.	How can we show kindness and respect online? What can we do if we see unkind behaviour online?
<b>Digital Wellbeing – Do I know You?</b>	R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	What is the difference between knowing someone offline and knowing someone online?
<b>Digital Wellbeing – Online Information</b>	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	How can we use online information responsibly? Can we trust the information we find online?
<b>Digital Wellbeing – Keep It Private</b>	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content, and contact R22. about privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online) R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L13. about some of the different ways information and data is shared and used online, including for commercial purposes	What information should we never share online? Why is it important not to share personal information?
<b>Digital Wellbeing – My Digital Wellness</b>	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games, and online gaming R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	What can we do to ensure we feel safe online? How does technology make us feel?

Relationship and Sex Education Year 5 and 6 taught on a rolling curriculum program		
Unit and Lesson title	Objective Covered	Big Question
<b>TEAM</b> – Together Everyone Achieves More	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	Can we think of any teams that we admire? What are the attributes that make a good team?
<b>TEAM</b> – Communicate	R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	How can we make our views heard without falling out with others? How can we respond respectfully to other people's feelings and opinions?
<b>TEAM</b> – Compromise Collaborate	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation	What does collaborate mean? When have we worked collaboratively?
<b>TEAM</b> – Care	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	What is compromise? How can compromising help to resolve difficult situations?
<b>TEAM</b> – Unkind Behaviour	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it	How can we be sensitive to the feelings of others? How can we make other people feel valued?

	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
<b>TEAM</b> – Shared Responsibilities	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices)</p>	<p>Why are responsibilities important in a team?</p> <p>What are the most important responsibilities for our team?</p>

Unit and Lesson title	Objective Covered	Big Question
<b>Be Yourself – You Are Unique</b>	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	Is it OK to think and feel differently to other people? What does ‘being an individual’ mean and why is this a good thing?
<b>Be Yourself – Let It Out</b>	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	Why is it important to share our thoughts and feelings with those around us? How can we communicate our thoughts and feelings to others?
<b>Be Yourself – Uncomfortable Feelings</b>	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	What are some of the uncomfortable feelings that people can feel? What can we do to manage them?
<b>Be Yourself – The Confidence Trick</b>	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	What situations might make us feel nervous or shy? How can we feel and act more confident in these situations?
<b>Be Yourself – Do the right thing</b>	H3. about choices that support a healthy lifestyle and recognise what might influence these R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)	How can we know when we might have to make a different choice to those around us? How can we do the right thing even if others do not?
<b>Be Yourself – Making Amends</b>	H28. to identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	How might we feel if we have made a mistake or done something wrong? What can we do about it?

Unit and Lesson title	Objective Covered	Big Question
<b>VIPs – People We Love</b>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security, and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>Who are the important people in our lives?</p> <p>Why are they important?</p> <p>Why is it important to treat them kindly?</p> <p>What can happen if we don't treat your family and friends with respect?</p>
<b>VIPs – Think Before you Act</b>	<p>R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>What are the consequences of behaving unkindly to the people around us?</p> <p>How can we calm down when we are feeling angry?</p>
<b>VIPs –It's OK to Disagree!</b>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Do people who care about each other always have to agree? How can we resolve disagreements without falling out?</p>
<b>VIPs – You Decide</b>	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>What can we do when this happens?</p>
<b>VIPs – Secrets</b>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>When is it OK to keep a secret? When is this not?</p> <p>How can we know when we should break a confidence or tell a secret?</p>
<b>VIPs – False Friends</b>	<p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>What are some of the signs of an unhealthy or risky relationship? When might it be best to end a relationship and how can we do this?</p>

Unit and Lesson title	Objective Covered	Big Question
<b>Digital Wellbeing – My Digital Life</b>	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. recognise ways in which the internet and social media can be used both positively and negatively	How can we look after our mental health and emotional wellbeing when spending time online? How can it be used negatively?
<b>Digital Wellbeing – Staying Safe, Healthy and Happy Online</b>	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games, and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content, and contact L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes	What are the potential risks of being online and using digital technology? What choices can we make to look after ourselves and others when we are online and using digital technology? How can we get help for any concerns we have?
<b>Digital Wellbeing – Online Relationships</b>	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. about privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content, and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L11. recognise ways in which the internet and social media can be used both positively and negatively	How do we get help if things are worrying us? What is digital citizenship?
<b>Digital Wellbeing – Social Media</b>	L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	How can we use social media responsibly? What are the risks?
<b>Digital Wellbeing – Say No to Online Bullying</b>	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it	What does online bullying look like? How can I tell if it is happening? What can we do to help make it stop?

<b>Digital Wellbeing – Fake News</b>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>What is 'fake news'?</p> <p>How can we tell if something online is reliable or not?</p> <p>What can we do to help stop the spread of fake news?</p>
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## Health and Wellbeing – Twinkl Life scheme of work

From Year 1 – 6 covers the following topics:

### It's My Body

- **At KS1** – the It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
- **At LKS2** – this unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
- **At UKS2** - in this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.

### Think Positive

- **At KS1** – this unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
- **At LKS2** – this unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning
- **At UKS2** - this unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.

### Safety First

- **At KS1** – in this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
- **At LKS2** – in this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.



- **At UKS2** - in this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.

### **Growing Up**

- **At KS1** – this topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.
- **At LKS2** – this topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures. (This unit is taught in Y5/6)
- **At UKS2** - this topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.

## Health and Wellbeing Year 1 and 2 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body –</b> My Body, My Business	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy	Does your body belong to...? Whose body is it?
<b>It's My Body –</b> Active and Asleep	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important?
<b>It's My Body –</b> Happy Health Food	H2. about foods that support good health and the risks of eating too much sugar H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy	What is a healthy diet? Why is it important to eat well?
<b>It's My Body –</b> Clean as a Whistle	H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy	What are germs and how can they be bad for us? How can we keep ourselves clean?
<b>It's My Body –</b> Can I Eat It?	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel	Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe?
<b>It's My Body – I</b> Can Choose	H1. about what keeping healthy means; different ways to keep healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	What choices can you make to be healthier, safer and happier? How can we make better choices?

Unit and Lesson title	Objective Covered	Big Question
<b>Think Positive –</b> Think Happy, Feel Happy!	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	What is positive thinking? How can it help us feel good?
<b>Think Positive – It's</b> Your Choice	H1. about what keeping healthy means, different ways to keep healthy H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves R21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good	What choices do we have about things we say and do? How can these choices affect how we feel?
<b>Think Positive –</b> Go-Getters	H11. about different feelings that humans can experience H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	What are helpful and unhelpful thoughts? What can we do if we find something challenging?
<b>Think Positive – Let</b> it Out	H11. about different feelings that humans can experience H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R25. how to talk about and share their opinions on things that matter to them	What things make us feel cross, worried or sad? What can we do if this happens?
<b>Think Positive – Be</b> Thankful	H11. about different feelings that humans can experience H12. how to recognise and name different feelings R25. how to talk about and share their opinions on things that matter to them	How can we be thankful for the things that we have? How can being thankful help to make us happy?
<b>Think Positive – Be</b> Mindful	H13. how feelings can affect people's bodies and how they behave H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	What is mindfulness? How can we be mindful?

Unit and Lesson title	Objective Covered	Big Question
<b>Safety First</b> – Keeping Safe	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	What can we do to keep ourselves safe? What should we do if we don't feel safe?
<b>Safety First</b> – Staying Safe at Home	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly	Which objects in our home can be dangerous? What can we do to keep ourselves safe at home?
<b>Safety First</b> – Staying Safe Outside	H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt	How can we stay safe around roads? What other dangers do we need to look out for?
<b>Safety First</b> – Staying Safe Around Strangers	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know	How can we use the Internet in a safe way? What rules must we follow when using the Internet?
<b>Safety First</b> – Safe Secrets and Surprises	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	What is the Underwear Rule? What is the difference between a good secret and a bad secret?
<b>Safety First</b> – People Who Can Help	H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	Which people help keep us safe? How can we help those people to look after us?

Unit and Lesson title	Objective Covered	Big Question
<b>Growing Up – Our Bodies</b>	H25. to name the main parts of the body including external genitalia (e.g., vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	What are the main parts of our bodies? What are the differences between girls and boys
<b>Growing Up – Is it OK?</b>	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	What is 'consent' and what are the rules for respecting people's bodies? What should we do if these rules are broken?
<b>Growing Up – Pink and Blue</b>	H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others	Can we tell what someone is like depending on if they are a boy or a girl? What is a stereotype?
<b>Growing Up – Your Family, My Family</b>	R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	What can we do know that we couldn't do last year? What will we be able to do next year?
<b>Growing Up – Getting Older</b>	H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	What will we be able to do next year? How will we change as we grow older?
<b>Growing Up - Changes</b>	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H27. about preparing to move to a new class/year group	What are some changes that might happen in people's lives? What feeling can these changes cause?

Health and Wellbeing Year 3 and 4 taught on a rolling curriculum program		
Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body – My Body, My Choice</b>	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Who does your body belong to?</p> <p>Does your body belong to anyone else?</p> <p>What do you get to decide?</p>
<b>It's My Body – Fit as a Fiddle</b>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>What does your body need to be healthy?</p> <p>If you eat junk food regularly, what are the effects on your body?</p> <p>What can you do to become healthier?</p>
<b>It's My Body – Good Night, Good Day</b>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>Why is it important to get enough sleep?</p> <p>How can getting enough sleep keep our bodies and minds healthy?</p> <p>What happens if we don't get enough sleep?</p>
<b>It's My Body – Cough, Splutter Sneeze!</b>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>How can we stop the spread of some diseases?</p> <p>What role does personal hygiene play?</p> <p>Why else is personal hygiene important</p>
<b>It's My Body – Drugs: Healing or Harmful?</b>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol, and medicines)</p>	<p>What are drugs?</p> <p>How can I stay safe around drugs?</p>

<b>It's My Body –</b> Choices Everywhere	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/ acidic drinks such as fruit juices, smoothies, and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	What choices do I have? How can I make better, healthier choices?
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Unit and Lesson title	Objective Covered	Big Question
<b>Think Positive –</b> Happy Minds, Happy People	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	What is a happy mind? How can it make a difference to our lives?
<b>Think Positive –</b> Thoughts and Feelings	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings	What are helpful and unhelpful thoughts? How do they affect the way we feel?
<b>Think Positive -</b> Changes	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded	How does it feel when high changes happen in our lives? How can we cope with these feelings?
<b>Think Positive –</b> Keep Calm and Relax!	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	What is mindfulness and how can it help? How can we be mindful?
<b>Think Positive –</b> You're the Boss	H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	How do uncomfortable feelings affect our actions and behaviour? What can we do to manage uncomfortable feelings?



<b>Think Positive –</b> Always Learning	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H28. to identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	What is a positive attitude to learning? What strategies can we use when we find something challenging
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Unit and Lesson title	Objective Covered	Big Question
<b>Safety First</b> – New Responsibilities	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations	How are we becoming more independent now we are growing older? What new responsibilities do we have as we get older?
<b>Safety First</b> – Risk, Hazards and Dangers	H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	What risks, hazards and dangers do we face in everyday life? What can we do if we think we're in a risky situation?
<b>Safety First</b> – Under Pressure	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	How do we know if we are being pressured to do something risky or dangerous? What do we do if we are being pressured to do something that makes us feel uncomfortable?
<b>Safety First</b> – Road Safety	H35. about the new opportunities and responsibilities that increasing independence may bring H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.	What are the dangers of using the road? How can we use the road safely?
<b>Safety First</b> – Dangerous Substances	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	What are drugs, cigarettes and alcohol? How do they affect the body and why are they dangerous?
<b>Safety First</b> - injuries and Emergencies	H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	What are the risks when using ICT? How can we keep ourselves safe online?

Health and Wellbeing Year 5 and 6 taught on a rolling curriculum program		
Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body</b> – Your Body is Your Own	<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Why is looking after our bodies so important?</p> <p>What is autonomy and what is consent?</p>
<b>It's My Body</b> – Exercise Right, Sleep Tight	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>What are the effects of not getting enough sleep?</p> <p>How can we get a good night's sleep?</p>
<b>It's My Body</b> – Taking Care of Our Bodies	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies, and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>How do our bodies change during puberty?</p> <p>How can we take care of our changing bodies?</p>
<b>It's My Body</b> – Harmful Substances	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol, and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol, and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>What are drugs, alcohol and tobacco and what are the effects of using them?</p> <p>What are the risks of taking harmful substances?</p> <p>How can we make good choices about dangerous substances?</p>

	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	
<b>It's My Body – How We Think and Feel About Our Bodies</b>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>L9. about stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>What messages about our bodies do we get from the media?</p> <p>How can images influence how we think, feel and behave?</p>
<b>It's My Body – Healthy Choices</b>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H5. about what good physical health means, how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>What choices do we have about keeping our bodies healthy?</p> <p>What influences our choices about our bodies and our health?</p> <p>How can we decide if these are positive or negative influences?</p>

Unit and Lesson title	Objective Covered	Big Question
<b>Think Positive – The Cognitive Triangle</b>	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviours influence each other?
<b>Think Positive – Thoughts Are Not Facts</b>	H2. about the elements of a balanced, healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	How do helpful and unhelpful thoughts affect the way we feel and act? What should we do about unhelpful thoughts? How can we encourage helpful thoughts?
<b>Think Positive – Facing Your Feelings</b>	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R13. the importance of seeking support if feeling lonely or excluded	How do uncomfortable feelings affect our thoughts and actions? What can we do to manage uncomfortable feelings?
<b>Think Positive – Choices and Consequences</b>	H3. about choices that support a healthy lifestyle, and recognise what might influence these H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	What sorts of decisions and choices do we have to make in life? How can making good choices make us happy?
<b>Think Positive – Being Present</b>	H3. about choices that support a healthy lifestyle, and recognise what might influence these H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	What is mindfulness and how do we encourage positive thoughts and feelings?
<b>Think Positive – Yes, I Can</b>	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	How can our thoughts and feelings help us have a positive attitude to learning? What strategies can we use to overcome difficulties and challenges?

Unit and Lesson title	Objective Covered	Big Question
<b>Safety First – You Are Responsible</b>	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. How to predict, assess and manage risk in different situations	What does it mean to take responsibility for our own safety? How can we do this?
<b>Safety First – What Are The Risks?</b>	H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	How can we decide if a situation is risky or dangerous? What can we do if we feel we are in a risky situation?
<b>Safety First - Making Your Mind Up</b>	H38. How to predict, assess and manage risk in different situations R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Will doing something risky or dangerous make others like or admire us? What can we do when we are under pressure to do something that makes us feel uncomfortable?
<b>Safety First – In an Emergency</b>	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	How do we know if there is an emergency? What should we do in an emergency?
<b>Safety First – Keep IT Safe</b>	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	How can we safely use mobile phones and other devices and stay safe when using the Internet? What kind of thing must we never share and why?
<b>Safety First -Click Safe, Click Happy</b>	H38. how to predict, assess and manage risks in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	What can we do if we see something online or are shown something that makes us feel worried, upset or confused? How can we be kind and respectful online?

Unit and Lesson title	Objective Covered	Big Question
<b>Growing Up – Changes in Boys</b>  <b>YEAR 5</b>	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty	What changes happen to boys' bodies as they grow up? Why do these changes happen?
<b>Growing Up – Changes in Girls</b>  <b>YEAR 5</b>	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty	What changes happen to girls' bodies as they grow up? Why do these changes happen?
<b>Growing Up – Changes in Boys and Girls</b>  <b>YEAR 5</b>	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H34. about where to get more information, help and advice about growing and changing, especially about puberty	How do feelings change as we grow up? What is a crush and how does it feel?
<b>Growing Up – Relationships and Families</b>  <b>YEAR 5</b>	H26. that for some people gender identity does not correspond with their biological sex R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	What are loving relationships like? What kinds of families are there?

	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	
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Unit and Lesson title	Objective Covered	Big Question
<b>Growing Up – Changing Bodies</b> <b>YEAR 6</b>	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	What are the changes that occur in boys’ and girls’ bodies during puberty? How can we look after our changing bodies as we grow?
<b>Growing Up – Emotional Changes</b> <b>YEAR 6</b>	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	How might our thoughts and feelings change during puberty? How can we deal with difficult feelings and moods?
<b>Growing Up – Just the Way You Are</b> <b>YEAR 6</b>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Is there an ideal kind of body? What information can affect how we think and feel about ourselves and our bodies

<p><b>Growing Up – Relationships</b> <b>YEAR 6</b></p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	<p>What is a loving relationship? What kinds of loving relationships are there?</p>
<p><b>Growing Up – Human Reproduction</b> <b>YEAR 6</b> <b>To be taught with School Nurse</b></p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Human Reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>How is a baby conceived? What is contraception? How does a baby grow? How is it born?</p>

## Living in the Wider World – Twinkl Life scheme of work

From Year 1 – 6 covers the following topics:

### Diverse Britain

- **At KS1** – this unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
- **At LKS2** - this unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.
- **At UKS2** - this unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.

### Money Matters –

- **At KS1** - this unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.
- **At LKS2** - this unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money and what choices we have, including considering the impact of ethical spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.
- **At UKS2** - this unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.

## One World –

- **At KS1** - this unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.
- **At LKS2** - this unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.
- **At UKS2** - this unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place. (This unit is taught in Y5/6)

## Aiming High –

- **At KS1** - in this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.
- **At LKS2** - in this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.
- **At UKS2** - in this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.

## Living in the Wider World Year 1 and 2 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>Diverse Britain – My School</b>	L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to	What does it mean to belong to a community? What can we do to help our school community?
<b>Diverse Britain – My Community</b>	R21. about what is kind and unkind behaviour, and how this can affect others L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community	What is it like in our community? How can we be good neighbours?
<b>Diverse Britain – My Neighbourhood</b>	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	What makes our neighbourhood a nice place to live? How can we keep it a pleasant place for everyone?
<b>Diverse Britain – My Country</b>	R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people	What is Britain? What is it like to live in Britain?
<b>Diverse Britain – British People</b>	R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	In what ways can British people be different from one another? How are British people similar to one another?
<b>Diverse Britain – What Makes Me Proud of Britain?</b>	R25. how to talk about and share their opinions on things that matter to them L4. about the different groups they belong to	What does it mean to be British? Why should we be proud of living in Britain?

Unit and Lesson title	Objective Covered	Big Question
<b>Money Matters -</b> Money	L10. what money is; forms that money comes in; that money comes from different sources	Where does money come from? What do we need money for?
<b>Money Matters –</b> Keep It Safe	L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	How can we keep money safe? Why is it important to keep money safe?
<b>Money Matters –</b> Save or Spend?	L13. that money needs to be looked after; different ways of doing this.	What choices do we have about spending money? How do we keep track of what we spend?
<b>Money Matters –</b> Want or Need?	L11. that people make different choices about how to save and spend money	What is the difference between things we want and things we need? Why is it important to understand this?
<b>Money Matters –</b> Look After It	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	How can we be careful about our belongings?  Why is it important to do this?
<b>Money Matters –</b> Going Shopping	L11. that people make different choices about how to save and spend money	What happens when we go shopping? What are the different kinds of things we can buy?

Unit and Lesson title	Objective Covered	Big Question
<b>One World</b> - Families	R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L6. to recognise the ways they are the same as, and different to, other people	What are families like around the world? How are they similar to and different from ours?
<b>One World</b> - Homes	R3. about different types of families including those that may be different to their own R4. to identify common features of family life L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	How is life different for children in other countries? How is it the same?
<b>One World</b> - Schools	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	What is it like to go to school in other countries? Why is it important to go to school?
<b>One World</b> - Environments	L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	What are some of the different places that people live? How does this affect their lives?
<b>One World</b> - Resources	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	How do people use things from the earth? What problems can this cause
<b>One World</b> – Planet Protectors	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	Why is it important to care for the earth? What can we do to help?

Unit and Lesson title	Objective Covered	Big Question
<b>Aiming High</b> – Star Qualities	H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths	What are our star qualities? What star qualities would we like to develop?
<b>Aiming High</b> – Positive Learners	H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult	What is a positive learning attitude? How can a positive learning attitude help us?
<b>Aiming High</b> – Bright Futures	H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths L17. about some of the strengths and interests someone might need to do different jobs	What kinds of jobs do people do? What do we want to be when we grow up?
<b>Aiming High</b> – Jobs For All	R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Are some jobs for men and some jobs for women? Can we give reasons for our opinions?
<b>Aiming High</b> – Going for Goals	H21. to recognise what makes them special H24. how to manage when finding things difficult L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs	What are our goals for the future? How can we achieve our goals?
<b>Aiming High</b> – Looking Forward	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special	How might next year be different from this year? What are we looking forward to about next year?



## Living in the Wider World Year 3 and 4 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>Diverse Britain – Living in Britain</b>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What kinds of people are British people? What is it like to live in Britain?
<b>Diverse Britain - Democracy</b>	L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7. to value the different contributions that people and groups make to the community	What is democracy? Why is democracy important?
<b>Diverse Britain – Rules, Laws and Responsibilities</b>	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities	What are rules? What is the law? How are rules and laws enforced? How do rules and laws help us?
<b>Diverse Britain - Liberty</b>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	What does liberty mean? What are the rights shared by British people?
<b>Diverse Britain – Tolerance and Respect</b>	R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced	What is diversity and why is it important? Why should we be respectful of others?
<b>Diverse Britain – What Does It Mean to Be British?</b>	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What does being British mean to me? Does 'being British' mean the same to all people?

Unit and Lesson title	Objective Covered	Big Question
<b>Money Matters – Where Does Money Come From?</b>	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Why do people go to work? What other ways do people get money?
<b>Money Matters – Ways To Pay?</b>	L17. about the different ways to pay for things and the choices people have about this L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	What are notes, coins, debit and credit cards, cheques and bank accounts? What do they do?
<b>Money Matters – Lending and Borrowing</b>	L20. to recognise that people make spending decisions based on priorities, needs and wants L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions	Why do people borrow money? What are the consequences of borrowing money?
<b>Money Matters - Priorities</b>	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	What is the difference between a want and a need? What are priorities?
<b>Money Matters - Advertising</b>	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants	Why do adverts try to influence the way we spend money? How do they do it?
<b>Money Matters – Keeping Track</b>	L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	How can we keep track of money? Why is it important to do this?

Unit and Lesson title	Objective Covered	Big Question
<b>One World</b> – Chiwa and Kwende  <b>Year 3</b>	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	What are the similarities and differences in the lives of Chiwa and Kwende? Why are their lives so different?
<b>One World</b> – Chiwa’s Dilemma (1)  <b>Year 3</b>	R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	What are Chiwa’s reasons for wanting to attend school? What are her mother’s reasons for wanting her to stay at home?
<b>One World</b> - Chiwa’s Dilemma (2)  <b>Year 3</b>	R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What do we think Chiwa’s family should do? Can we give reasons for our opinions?
<b>One World</b> – Chiwa’s Sugar  <b>Year 3</b>	L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	How can our actions affect the lives of people like Chiwa? What can we do to help make the world a fairer place to live?
<b>One World</b> – Chiwa’s World  <b>Year 3</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	What is climate change and how does it affect people like Chiwa? What can we do to help?
<b>One World</b> – Charity for Chiwa  <b>Year 3</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7. to value the different contributions that people and groups make to the community	What kind of organisations help people like Chiwa? What kind of things do they do?

Unit and Lesson title	Objective Covered	Big Question
<b>One World – Global Citizens</b>  <b>Year 4</b>	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	What does it mean to be a global citizen? How can we be responsible global citizens?
<b>One World – Global Warming</b>  <b>Year 4</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	What is global warming and why is it happening? What are the effects of global warming and how can we prevent them from becoming worse?
<b>One World – Energy</b>  <b>Year 4</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	How does energy we use contribute to global warming? What can we do to help?
<b>One World – Water</b>  <b>Year 4</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Why is it important not to waste water? How can we use water responsibly?
<b>One World – Biodiversity</b>  <b>Year 4</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	What is biodiversity and why is it important? What can we do to encourage biodiversity?
<b>One World – In Our Hands</b>  <b>Year 4</b>	L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	How can choices we make have an impact on people across the world? What is our plan for making the world a better place?

Unit and Lesson title	Objective Covered	Big Question
<b>Aiming High – Achievements</b>	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of selfworth	What have we achieved over the last year and what are we proud of? How did our behaviour and attitudes help us to achieve?
<b>Aiming High - Goals</b>	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	What would we like to achieve over the year ahead? What do we need to do to help us achieve our goals?
<b>Aiming High – Always Listening</b>	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	What behaviours can help us to learn new things? What can we do when we find our learning challenging?
<b>Aiming High – Jobs and Skills</b>	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	What kinds of jobs do people do? What kinds of skills and attributes would we need to do these jobs?
<b>Aiming High – No Limits</b>	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	Can we be anything we want when we grow up? Are some jobs for men and some for women?
<b>Aiming High – When I Grow Up</b>	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	What might we like to do when we grow up? What skills would we need to develop to achieve this?

## Living in the Wider World Year 5 and 6 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>Diverse Britain - Identities</b>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What kind of people live in Britain? How can we show respect for people whose faith or ethnicity is different to ours?
<b>Diverse Britain - Communities</b>	L3. about the relationship between rights and responsibilities; L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What is a community and who makes it what it is? How can we contribute to our community?
<b>Diverse Britain – Respecting the Law</b>	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally	How does the law help us? What could happen if laws are broken?
<b>Diverse Britain – Local Government</b>	R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally	What is ‘local government’ and what does it do? How does local government work?
<b>Diverse Britain – National Government</b>	R21. about discrimination: what it means and how to challenge it L2. to recognise there are human rights, that are there to protect everyone L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced Cg. what democracy is, and about the basic institutions that support it locally and nationally	What is ‘national government’ and what does it do? How does national government work?
<b>Diverse Britain – Making a Difference</b>	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	What are charities and voluntary groups? What do they do?

Unit and Lesson title	Objective Covered	Big Question
<b>Money Matters – Look After It</b>	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	What are financial risks? How do we avoid them?
<b>Money Matters – Critical Consumers</b>	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants	How do manufacturers and retailers try to influence the way we spend our money? How can we be 'critical consumers'?
<b>Money Matters – Value for Money</b>	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants	What does 'value for money' mean? How do we know if things are good value for money?
<b>Money Matters - Budgeting</b>	L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	Why might we need a budget? How might we make a budget?
<b>Money Matters – Borrowing and Saving</b>	L20. to recognise that people make spending decisions based on priorities, needs and wants L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions	What are the risks and consequences of borrowing money? What is interest?
<b>Money Matters – Money in the Wider World</b>	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	What is 'tax'? What is tax used for?

Unit and Lesson title	Objective Covered	Big Question
<b>Aiming High</b> – You Can Achieve Anything!	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	What have we achieved and learnt since we started school? What skills and attributes have we used to make that happen?
<b>Aiming High</b> – Breaking Down Barriers	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	How do successful learners overcome challenges? How do positive learning strategies help us?
<b>Aiming High</b> – Future Focus	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	What kind of opportunities are available as we grow up? How can we make the most of these opportunities?
<b>Aiming High</b> – Equal Opportunities	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid	Can some jobs only be done by certain kinds of people? Are some jobs for men and some for women?
<b>Aiming High</b> – Innovation and Enterprise	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	What skills might we need in the world of work? What is enterprise and why is it important?
<b>Aiming High</b> -Onwards and Upwards	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	What would we like to achieve in the next year? Five years? Ten years? What steps can we take to help us achieve our goals?



## **Active teaching approaches and pupil participation**

Teaching and learning in this area of the curriculum is most effective when a variety of active learning and assessment approaches are used in order to provide frequent opportunities for children to reflect on their own and other people's experiences. In turn hopefully, they can use and apply this learning in their own lives. Writing activities and worksheets may be appropriate but generally as reinforcement or extension tasks rather than as the key activity. Effective Citizenship teaching is characterized by teaching that is built on pupil voice and that leads to pupil action. Active involvement in the life of the school and wider community helps pupils take increasing responsibility for themselves and their choices. Effective teaching and learning in this area is also characterized by the involvement of pupils in determining topic priorities and focus, thereby allowing teachers to respond to pupil needs and the needs of the local community. Awareness of what the title 'PSHE education, Citizenship and RSE stands for is important awareness-raising for children in order to know they can have a space to discuss issues of relevance to them.

Examples of active teaching and learning approaches include:

- speaking and listening games/activities
- warm-up and ending games/activities
- discussion
- thought showering
- problem-solving
- drama and role-play
- using problem pages role play
- video clips
- news items/ articles
- improvisations
- teaching others (peer education )
- circle Time
- debating opportunities

### **What does not work so well ...**

- worksheets
- lots of reading and writing
- textbooks
- lectures
- long videos

# **The National Context**

## **AMBLECOTE SCHEME OF WORK FOR PSHE, CITIZENSHIP AND RELATIONSHIP EDUCATION (2020)**

### **NON-STATUTORY NATIONAL CURRICULUM GUIDELINES FOR PSHE AND CITIZENSHIP AT KEY STAGE 1**

**During key stage 1** pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

#### **Knowledge, skills and understanding**

##### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:
  - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - b. to share their opinions on things that matter to them and explain their views
  - c. to recognise, name and deal with their feelings in a positive way
  - d. to think about themselves, learn from their experiences and recognise what they are good at
  - e. how to set simple goals.

##### **Preparing to play an active role as citizens**

2. Pupils should be taught:
  - a. to take part in discussions with one other person and the whole class
  - b. to take part in a simple debate about topical issues
  - c. to recognise choices they can make, and recognise the difference between right and wrong
  - d. to agree and follow rules for their group and classroom, and understand how rules help them
  - e. to realise that people and other living things have needs, and that they have responsibilities to meet them
  - f. that they belong to various groups and communities, such as family and school
  - g. what improves and harms their local, natural and built environments and about some of the ways people look after them
  - h. to contribute to the life of the class and school i. to realise that money comes from different sources and can be used for different purposes.

##### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:
  - a. how to make simple choices that improve their health and wellbeing
  - b. to maintain personal hygiene
  - c. how some diseases spread and can be controlled
  - d. about the process of growing from young to old and how people's needs change
  - e. the names of the main parts of the body
  - f. that all household products, including medicines, can be harmful if not used properly
  - g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

##### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:
  - a. to recognise how their behaviour affects other people
  - b. to listen to other people, and play and work cooperatively
  - c. to identify and respect the differences and similarities between people

- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

**Breadth of opportunities**

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
  - b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
  - c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
  - d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
  - e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
  - f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
  - g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
  - h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

**Further information on PSHE can be found at:**

Department for Education: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

PSHE Association: <https://www.pshe-association.org.uk/>

## **AMBLECOTE SCHEME OF WORK FOR PSHE, CITIZENSHIP AND RELATIONSHIP AND SEX EDUCATION (2020)**

### **NON-STATUTORY NATIONAL CURRICULUM GUIDELINES FOR PSHE AND CITIZENSHIP AT KEY STAGE 2**

**During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

#### **Knowledge, skills and understanding**

##### **Developing confidence and responsibility and making the most of their abilities**

###### **1. Pupils should be taught:**

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

##### **Preparing to play an active role as citizens**

###### **2. Pupils should be taught:**

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

##### **Developing a healthy, safer lifestyle**

###### **3. Pupils should be taught:**

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks

- e. e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. g. school rules about health and safety, basic emergency aid procedures and where to get help.

#### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. b. to think about the lives of people living in other places and times, and people with different values and customs
- c. c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. e. to recognise and challenge stereotypes
- f. f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. g. where individuals, families and groups can get help and support.

#### **Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society] i. prepare for change [for example, transferring to secondary school].

# AMBLECOTE SCHEME OF WORK FOR PSHE, CITIZENSHIP AND RELATIONSHIP EDUCATION (2020)

## OBJECTIVES IN CITIZENSHIP FOR KS1-3

	Critical thinking and enquiry	Advocacy and representation	Taking informed and responsible action	Democracy and justice	Rights and responsibilities	Identities and diversity
L1	Pupils ask questions about issues that affect their communities and share their ideas with others	Pupils ask questions about issues that affect their communities and share their ideas with others	They take part in some of the decisions that affect them and their communities	They take part in some of the decisions that affect them and their communities	They begin to recognise that all people have needs and wants	They identify some of the groups and communities they belong to and recognise some differences between people in their community
L2	Pupils ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions.	They give opinions about their communities and issues that affect them	and suggest how things might be improved through the actions that they or others might take	They discuss what is fair and unfair in different situations	and identify the difference between peoples' needs and wants	They identify similarities and differences between themselves and between the communities to which they belong
L3	Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources.	They present their ideas to others and begin to acknowledge other viewpoints	They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts	They recognise that in a democracy people have a say in what happens locally and nationally	They describe some of the rights and responsibilities people have towards each other and the environment and are aware rights can conflict	They describe some of the different features of their communities and how they are changing
L4	Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved.	They make informed contributions to discussions and debates giving some reasons for their view	They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities	They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things	They discuss what is fair and unfair and describe how justice is applied in some situations. They explore situations where rights compete	They identify some of the diverse groups and communities in the UK and the wider world and begin to explore how these relate to their own identities and communities

L5	Pupils use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions.	They communicate their arguments clearly, giving relevant reasons for their opinion	They work with others from the wider community, to plan and carry out actions aimed at making a difference to the lives of others. They explain the impact of actions taken	They describe key features of the political and justice systems in the UK and consider what is fair and unfair to groups in different situations	They describe situations where rights or interests conflict and need to be balanced	They give examples of how the UK is a diverse society and is interconnected with the wider world
L6	Pupils decide on appropriate questions and research strategies to investigate issues affecting society. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape these.	They develop structured and balanced arguments, challenging others' assumptions or ideas. They present a persuasive case for a particular course of action, giving reasons for their view	They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community and, after reflecting on the extent of their success, suggest what they might do next	They begin to compare democracy and justice in the UK and different parts of the world	They explain the different rights need to be protected, supported and balanced, drawing on examples from local to global contexts	They describe changing identities and communities in the UK and explain some of the political, social, economic interdependencies with the wider world

KS1: Levels 1-3

KS2: Levels 2-5

KS3: Level 4+

(taken from Association for Citizenship Teaching website: <http://www.teachingcitizenship.org.uk/>)



## **AMBLECOTE SCHEME OF WORK FOR PSHE, CITIZENSHIP AND RELATIONSHIP EDUCATION (2020)**

### **STATUTORY NATIONAL CURRICULUM GUIDELINES FOR RELATIONSHIP AND SEX EDUCATION AT KEY STAGE 1 & 2**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The guidance contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

#### **By the end of primary school:**

##### **Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### **Caring friendships**

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

##### **Respectful relationships**

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Sex Education (Primary) The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. **It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.** It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will **require a graduated, age-appropriate programme of sex education.** Teaching needs to take account of the developmental differences of children. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.