

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, PSHE 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)	Growing Up (Years 2, 5 & 6)
<b>Health and Wellbeing</b>	Aiming High (Years 1, 3 & 5)	It's My Body (Years 1, 3 & 5)	Think Positive (Years 2, 4 & 6)	Safety First (Years 2, 4 & 6)
<b>Living in the Wider World</b>	Britain (Years 1, 3 & 5)	Money Matters (Years 1, 3 & 5)	One World (Years 2, 3 & 4)	Respecting Rights (Years 2, 4 & 6)




# 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><u>Years 1/2</u></b> 	Aiming High Be Yourself TEAM		It's My Body Be Yourself		Britain Money Matters	
<b><u>Years 3/4</u></b> 	TEAM Aiming High		Britain Be Yourself		It's My Body Money Matters	
<b><u>Years 5/6</u></b> 	TEAM Growing Up (Y5)		Be Yourself Britain		Safety First Growing Up (Y6)	

# 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><u>Years 1/2</u></b> 	Respecting Rights One World		Growing Up VIPs		Think Positive Safety First	
<b><u>Years 3/4</u></b> 	Think Positive Safety First		VIPs Respecting Rights		One World (Y3) One World (Y4)	
<b><u>Years 5/6</u></b> 	Think Positive VIP Growing Up (Y5)		Respecting Rights Aiming High		It's My Body Money Matters Growing Up (Y6)	

# **Curriculum Planning**

## Relationship education – Twinkl Life scheme of work

From year 1 – 6 covers the following topics:

- **TEAM** – this unit is inspired by the idea that if a 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 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 and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.
- **Be Yourself** – 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 feeling and emotions and explore the importance of sharing their thoughts and feelings.
- **VIPs** – this unit explores the Very Important Persons (VIPs) in the children’s lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and 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 the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.
- **Growing Up** – this topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others’ bodies. Keeping their bodies safe and sharing their feeling in response to life experiences. Year 6 have lesson content (Sex education) in which parent have a right to withdraw. These lessons are highlighted in red and we will consult with parents via letter, policy and website prior to lesson delivery.



## Relationship Education Year 1 and 2 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>TEAM</b> – Together Everyone Achieves More	To know that they belong to different groups and communities such as family and school. To identify their special people (families, friends, carers), what makes them special and how special people should care for one another.	What does it mean to be part of a team? What teams are we a part of?
<b>TEAM</b> – Listening	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them and explain their views through discussions with on other person and the whole class.	Why is it important to listen to other people? How can we be good listeners?
<b>TEAM</b> – Being Kind	To recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.	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	To recognise when people are being unkind wither to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.	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	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	How can we be positive learners? What can we do if we find something difficult?
<b>TEAM</b> – Making Good Choices	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people.	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	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.	What makes us special? Why is it important to be kind to ourselves?
<b>Be Yourself –</b> Feelings	To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feeling. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	What are our different feelings called? How can we describe them?
<b>Be Yourself –</b> Things I like	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.	When to we feel happy? What other good feelings do you feel?
<b>Be Yourself –</b> Uncomfortable Feelings	To communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	What things make us feel unhappy or cross? What can we do when we have uncomfortable feelings?
<b>Be Yourself –</b> Changes	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To know about good and not so good feeling, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	How does it feel when things change, or we lose something precious? What can we do to help ourselves an others when this happens?
<b>Be Yourself –</b> Speak Up!	To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To share their opinion on things that matter to them and explain their views through discussions with one other person and the whole class	Why are out 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>	To know about people who look after them, their family network, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Who are our special people? What makes them special?
<b>VIPs – Families</b>	To know about people who look after them, their family network, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Why are families important? How do the people in our families make us feel?
<b>VIPs – Friends</b>	To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond.	What makes a good friend? How can we be a good friend?
<b>VIPs – Falling Out</b>	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To recognise that their behaviour can affect other people. To know that people's bodies and feeling can be hurt (including what makes them feel comfortable and uncomfortable).	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>	To recognise that their behaviour can affect other people. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	What does 'cooperate' mean? How can we cooperate with others?
<b>VIPs – Showing You Care</b>	To communicate their feeling to other, to recognise how others show feeling and how to respond. To offer constructive support and feedback to others.	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>Growing Up – Our Bodies</b>	To know the names for the male parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. <b>(This is part on Health Education and not Sex Education).</b> To know about the process of growing from young to old and how people's needs change.	What are the main parts of our bodies? What are the differences between girls and boys
<b>Growing Up – Is it OK?</b>	To judge what kind of physical contact is acceptable. Comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To understand what is meant by 'private'; their right to keep things 'private'; the importance of respecting others' privacy	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>	To learn ways in which we are unique. To identify and respect the differences and similarities between people. I understand that we are all different and different people like different thing	Can we tell what someone is like depending on if they are a boy or a girl? What is a stereotype?
<b>Growing Up – Look at me now</b>	To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.	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>	To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. I can describe how I will change as I get older.	What will we be able to do next year? How will we change as we grow older?
<b>Growing Up - Changes</b>	To know about change and loss and the associated feeling (including moving home, losing toys, pets and friends). To think about themselves, to learn from their experience, to recognise and celebrate their strengths and set simple but challenging goals.	What are some changes that might happen in people's lives? What feeling can these changes cause?

## Relationship Education Year 3 and 4 taught on a rolling curriculum program

Unit and Lesson title	Objective Covered	Big Question
<b>TEAM – A New Start</b>	To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	How does it feel to start a new class? What are we looking forward to? Is there anything we will miss?
<b>TEAM – Together Everyone Achieves More</b>	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	What are the features of a good team? How do team members benefit from being in a team?
<b>TEAM – Working Together</b>	To know that our actions affect us and others. To work collaboratively towards shared goals.	How do the actions of our teammates affect us? How is our team affected by our actions?
<b>TEAM – Being Considerate</b>	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others.	How can we tell what our teammates are feeling? How can we respond to the feelings of other people?
<b>TEAM – When Things Go Wrong</b>	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others.	What happens when we fall out with our team members? How can we solve these problems?
<b>TEAM – Responsibilities</b>	To know that their actions affect themselves and others. To work collaboratively towards shared goals	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>	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	What does it mean to have pride in ourselves? Why should we be proud of our achievements?
<b>Be Yourself – Feelings</b>	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To learn what positively and negatively affects their physical, mental and emotional health.	What are our main feelings and emotions called? What do they feel like? When might these feelings happen?
<b>Be Yourself – Express Yourself</b>	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.	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>	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage 'dares'.	What is 'being assertive'? When and how can we be assertive
<b>Be Yourself – Media Wise</b>	To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To recognise and challenge stereotypes.	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>	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To know that their actions affect themselves and others. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	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 – Making Friends</b>	To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others	Why is it a good idea to make new friends? How can we make new friends?
<b>VIPs – Staying Friends</b>	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others.	How should we treat our friends? Why is it important to be kind to our friends?
<b>VIPs – Is This a Good Friend?</b>	To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	What makes a good friend? What can we do if someone is not a good friend?
<b>VIPs – Falling Out</b>	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	How and why do people fall out with their friends? What can we do when this happens?
<b>VIPs – Bullying</b>	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	What are the different ways that people can be bullied? How can this affect the people involved?
<b>VIPs – Anti-Bullying</b>	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.	What strategies can we use if we feel we are being bullied? What can we do to support someone we feel is being bullied?

## 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	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	Can we think of any teams that we admire? What are the attributes that make a good team?
<b>TEAM</b> – Communication	To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. To recognise and respond appropriately to a wider range of feelings in others.	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> – Collaborate	To know that their actions affect themselves and others. To work collaboratively towards shared goals.	What does collaborate mean? When have we worked collaboratively?
<b>TEAM</b> – Compromise	To recognise and respond appropriately to a wider range of feeling in others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explain choices.	What is compromise? How can compromising help to resolve difficult situations?
<b>TEAM</b> – Care	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	How can we be sensitive to the feelings of others? How can we make other people feel valued?
<b>TEAM</b> – Shared Responsibilities	To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	Why are responsibilities important in a team? What are the most important responsibilities for our team?



Unit and Lesson title	Objective Covered	Big Question
<b>Be Yourself – You Are Unique</b>	To reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	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>	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	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>	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	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>	To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	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>	To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	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>	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	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 – Family and Friends</b>	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others.	Who are the important people in our lives? Why are they important? Why is it important to treat them kindly? What can happen if we don't treat your family and friends with respect?
<b>VIPs – Think Before you Act</b>	To recognise that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others.	What are the consequences of behaving unkindly to the people around us? How can we calm down when we are feeling angry?
<b>VIPs –It's OK to Disagree!</b>	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.	Do people who care about each other always have to agree?How can we resolve disagreements without falling out?
<b>VIPs – You Decide</b>	To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.	When might we feel under pressure to do something that we feel unsure about or don't want to do? What can we do when this happens?
<b>VIPs – Secrets</b>	To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support To understand personal boundaries; to identify what they are willing to share with their most special people; friends' classmates and others. And that we all have rights to privacy.	When is it OK to keep a secret? When is this not? How can we know when we should break a confidence or tell a secret?
<b>VIPs – False Friends</b>	To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	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?
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Unit and Lesson title	Objective Covered	Big Question
<b>Growing Up</b> – Changes in Boys  <b>YEAR 5</b>	To know about human reproduction. To know how their body will, and their emotions may change as they approach and move through puberty.	What changes happen to boys' bodies as they grow up? Why do these changes happen?
<b>Growing Up</b> – Changes in Girls  <b>YEAR 5</b>	To know about human reproduction. To know how their body will, and their emotions may change as they approach and move through puberty.	What changes happen to girls' bodies as they grow up? Why do these changes happen?
<b>Growing Up</b> – Changes in Boys and Girls  <b>YEAR 5</b>	To know how their body will, and their emotions may change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	How do feelings change as we grow up? What is a crush and how does it feel?
<b>Growing Up</b> – Relationships and Families  <b>YEAR 5</b>	To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are making this decision freely for themselves.	What are loving relationships like? What kinds of families are there?

Unit and Lesson title	Objective Covered	Big Question
<b>Growing Up – Changing Bodies</b>  <b>YEAR 6</b>	To learn how their body will change as they approach and go through puberty. To understand that they have the right to protect their body from inappropriate and unwanted 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>	To learn about the ways in which puberty can affect us emotionally.	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>	To understand the influences around us that affect body image and the way we see ourselves.	Is there an ideal kind of body? What information can affect how we think and feel about ourselves and our bodies
<b>Growing Up – Relationships</b>  <b>YEAR 6</b>	To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.  To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.  To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	What is a loving relationship? What kinds of loving relationships are there?
<b>Growing Up – Human Reproduction</b>  <b>YEAR 6</b>  <b>To be taught with School Nurse</b>	To learn about human reproduction.  To describe the process of human reproduction, from conception to birth.  <b>Parents will be invited into school to view lesson content before delivery.</b>	How is a baby conceived? What is contraception? How does a baby grow? How is it born?

## Health and Wellbeing – Twinkl Life scheme of work

From year 1 – 6 covers the following topics:

- **Aiming High** – 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 regards 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.
- **It's My Body** – 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.
- **Think Positive** – 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.
- **Safety First** – 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 about the Internet and how to stay safe 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.

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

Unit and Lesson title	Objective Covered	Big Question
<b>Aiming High</b> – Star Qualities	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	What are our star qualities? What star qualities would we like to develop?
<b>Aiming High</b> – Positive Learners	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	What is a positive learning attitude? How can a positive learning attitude help us?
<b>Aiming High</b> – Bright Futures	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	What kinds of jobs do people do? What do we want to be when we grow up?
<b>Aiming High</b> – Jobs For All	To identify and respect the similarities and differences between people. To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.	Are some jobs for men and some jobs for women? Can we give reasons for our opinions?
<b>Aiming High</b> – Going for Goals	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To think about growing and changing and new opportunities and responsibilities that increasing independence may bring.	What are our goals for the future? How can we achieve our goals?
<b>Aiming High</b> – Looking Forward	To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	How might next year be different from this year? What are we looking forward to about next year?

Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body</b> – My Body, My Business	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	Does your body belong to...? Whose body is it?
<b>It's My Body</b> – Active and Asleep	To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	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	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.	What is a healthy diet? Why is it important to eat well?
<b>It's My Body</b> – Clean as a Whistle	The importance of, and how to, maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	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?	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. That household products, including medicines, can be harmful if not used properly	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</b> – I Can Choose	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.	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!	To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.	What is positive thinking? How can it help us feel good?
<b>Think Positive</b> – It's Your Choice	To recognise what they like and dislike and how to make real, informed choices that improve their physical and emotional health. To recognise that choices can have good and not so good consequences.	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	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about good and not so good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	What are helpful and unhelpful thoughts? What can we do if we find something challenging?
<b>Think Positive</b> – Let it Out	To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	What things make us feel cross, worried or sad? What can we do if this happens?
<b>Think Positive</b> – Be Thankful	To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	How can we be thankful for the things that we have? How can being thankful help to make us happy?
<b>Think Positive</b> – Be Mindful	To learn about good and not so good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	What is mindfulness? How can we be mindful?

Unit and Lesson title	Objective Covered	Big Question
<b>Safety First</b> – Keeping Safe	To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets. To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the ways that pupils can help the people who look after them to more easily protect them	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	To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To know that household products, including medicines, can be harmful if not used properly. To know about the ways that pupils can help the people who look after them to more easily protect them.	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	To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’. To know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	How can we stay safe around roads? What other dangers do we need to look out for?
<b>Safety First</b> – Staying Safe Online	To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy. To know about the ways that pupils can help the people who look after them to more easily protect them.	How can we use the Internet in a safe way? What rules must we follow when using the Internet?
<b>Safety First</b> – The Underwear Rule	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.	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	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	Which people help keep us safe? How can we help those people to look after us?

	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	
<b>Health and Wellbeing Year 3 and 4 taught on a rolling curriculum program</b>		
<b>Unit and Lesson title</b>	<b>Objective Covered</b>	<b>Big Question</b>
<b>Aiming High – Achievements</b>	To reflect on and celebrate their achievement, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	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>	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	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>	To reflect on and celebrate their achievements, identify their strengths and areas for improvements, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	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>	To think 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.	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>	To learn 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. To recognise and challenge stereotypes.	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>	To thinks 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. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	What might we like to do when we grow up? What skills would we need to develop to achieve this?

Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body</b> – My Body, My Choice	To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Who does your body belong to? Does your body belong to anyone else? What do you get to decide?
<b>It's My Body</b> – Fit as a Fiddle	To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. To understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; To know about the risks associated with an inactive lifestyle (including obesity); To know how and when to seek support including which adults to speak to in school if they are worried about their health.	What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier?
<b>It's My Body</b> – Good Night, Good Day	To learn what positively and negatively affects their physical, mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	Why is it important to get enough sleep? How can getting enough sleep keep our bodies and minds healthy? What happens if we don't get enough sleep?
<b>It's My Body</b> – Cough, Splutter Sneeze!	To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. To know what positively and negatively affects their physical, mental and emotional health.	How can we stop the spread of some diseases? What role does personal hygiene play? Why else is personal hygiene important
<b>It's My Body</b> – Drugs: Healing or Harmful?	To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	What are drugs? How can I stay safe around drugs?

	To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.	
<b>It's My Body –</b> Choices Everywhere	To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To learn what is meant by the term 'habit' and why habits can be hard to change.	What choices do I have? How can I make better, healthier choices?

Unit and Lesson title	Objective Covered	Big Question
<b>Think Positive</b> – Happy Minds, Happy People	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	What is a happy mind? How can it make a difference to our lives?
<b>Think Positive</b> – Thoughts and Feelings	To deepen their understanding of good and not so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health	What are helpful and unhelpful thoughts? How do they affect the way we feel?
<b>Think Positive</b> - Changes	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not-so-good feeling, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	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!	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To understand what positively and negatively affects their physical, mental and emotional health.	What is mindfulness and how can it help? How can we be mindful?
<b>Think Positive</b> – You’re the Boss	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To learn how their body will, and their emotions may, change as they approach and move through puberty.	How do uncomfortable feelings affect our actions and behaviour? What can we do to manage uncomfortable feelings?
<b>Think Positive</b> – Always Learning	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	What is a positive attitude to learning? What strategies can we use when we find something challenging

Unit and Lesson title	Objective Covered	Big Question
<b>Safety First</b> – New Responsibilities	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	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	To differentiate between the terms, ‘risk’, ‘hazard’ and ‘danger’. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	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	To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage ‘dares’.	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	To have strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). To differentiate between the terms, ‘risk’, ‘hazard’ and ‘danger’.	What are the dangers of using the road? How can we use the road safely?
<b>Safety First</b> – Dangerous Substances	To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	What are drugs, cigarettes and alcohol? How do they affect the body and why are they dangerous?
<b>Safety First</b> -Stay Safe Online	To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	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>Aiming High</b> – You Can Achieve Anything!	To reflect on and celebrate their achievements, identify their strengths and areas for improvements and set high aspirations and goals.	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	To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	How do successful learners overcome challenges? How do positive learning strategies help us?
<b>Aiming High</b> – Future Focus	To learn 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. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	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	To learn 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. To recognise and challenge stereotype.	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	To understand what is meant by enterprise and begin to develop enterprise skills. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To work collaboratively towards shared goals.	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	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	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?



Unit and Lesson title	Objective Covered	Big Question
<b>It's My Body</b> – Your Body is Your Own	To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Why is looking after our bodies so important? What is autonomy and what is consent?
<b>It's My Body</b> – Sleep Well, Be Well	To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	What are the effects of not getting enough sleep? How can we get a good night's sleep?
<b>It's My Body</b> – Taking Care of Our Changing Bodies	To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	How do our bodies change during puberty? How can we take care of our changing bodies?
<b>It's My Body</b> – Harmful Substances	To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others. To understand what is meant by the term 'habit' and why habits can be hard to change. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances?
<b>It's My Body</b> – How We Think and Feel About Our Bodies	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To recognise and challenge stereotypes.	What messages about our bodies do we get from the media? How can images influence how we think, feel and behave?
<b>It's My Body</b> – Healthy Choices	To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To explore and critique how the media present information.	What choices do we have about keeping our bodies healthy? What influences our choices about our bodies and our health? How can we decide if these are positive or negative influences?

Unit and Lesson title	Objective Covered	Big Question
<b>Think Positive</b> – The Cognitive Triangle	To deepen their understanding of good and not so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviours influence each other?
<b>Think Positive</b> – Thoughts Are Not Facts	To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and emotional health.	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</b> – Facing Your Feelings	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.	How do uncomfortable feelings affect our thoughts and actions? What can we do to manage uncomfortable feelings?
<b>Think Positive</b> – Choices and Consequences	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’	What sorts of decisions and choices do we have to make in life? How can making good choices make us happy?
<b>Think Positive</b> – Being Present	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. To consider what positively and negatively affects their physical, mental and emotional health.	What is mindfulness and how do we encourage positive thoughts and feelings?
<b>Think Positive</b> – Yes, I Can	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To consider what positively and negatively affects their physical, mental and emotional health.	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</b> – You Are Responsible	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.	What does it mean to take responsibility for our own safety? How can we do this?
<b>Safety First</b> – What Are The Risks?	To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others 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</b> -Making Your Mind Up	To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise and manage ‘dares’.	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</b> – In an Emergency	To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To learn about school health and safety rules, basic emergency aid procedures, where and how to get help.	How do we know if there is an emergency? What should we do in an emergency?
<b>Safety First</b> – Keep IT Safe	To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.) To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	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</b> -Click Safe, Click Happy	To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	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?

	To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.	
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## Living in the Wider World – Twinkl Life scheme of work

From year 1 – 6 covers the following topics:

- **Britain** – 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 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.
- **Money Matters** – 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 what we want and what we need.
- **One World** – 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 this 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 from ourselves and future generation and how we can work together to do this.
- **Respecting Rights** – this unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.

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

Unit and Lesson title	Objective Covered	Big Question
<b>Britain – My School</b>	To learn that they belong to different groups and communities such as family and school. To learn how they can contribute to the life of the classroom and school.	What does it mean to belong to a community? What can we do to help our school community?
<b>Britain – My Community</b>	To learn that they belong to different groups and communities such as family and school. To recognise that choices can have positive and negative consequences	What is it like in our community? How can we be good neighbours?
<b>Britain – My Neighbourhood</b>	To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these. To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.	What makes our neighbourhood a nice place to live? How can we keep it a pleasant place for everyone?
<b>Britain – My Country</b>	To learn that they belong to different groups and communities such as family and school. To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	What is Britain? What is it like to live in Britain?
<b>Britain – British People</b>	To learn to identify and respect the differences and similarities between people. To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.	In what ways can British people be different from one another? How are British people similar to one another?
<b>Britain – What Makes Me Proud of Britain?</b>	To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To understand that they belong to different groups and communities such as family and school.	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	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	Where does money come from? What do we need money for?
<b>Money Matters</b> – Keep It Safe	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.  To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	How can we keep money safe?  Why is it important to keep money safe?
<b>Money Matters</b> – Save or Spend?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.  To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	What choices do we have about spending money?  How do we keep track of what we spend?
<b>Money Matters</b> – Want or Need?	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	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	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	How can we be careful about our belongings?  Why is it important to do this?
<b>Money Matters</b> – Going Shopping	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	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	To identify and respect the differences and similarities between people. To identify their special people (family, friends and carers), what makes them special and how special people should care for one another	What are families like around the world? How are they similar to and different from ours?
<b>One World</b> - Homes	To identify and respect the differences and similarities between people. To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).	How is life different for children in other countries? How is it the same?
<b>One World</b> - Schools	To identify and respect the differences and similarities between people. To understand that people and other living things have rights and everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).	What is it like to go to school in other countries? Why is it important to go to school?
<b>One World</b> - Environments	To understand that people and other living things have rights and that everyone has responsibilities to protect these. To identify and respect the differences and similarities between people.	What are some of the different places that people live? How does this affect their lives?
<b>One World</b> - Resources	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).	How do people use things from the earth? What problems can this cause
<b>One World</b> – Planet Protectors	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed for these (including conserving energy). To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).	Why is it important to care for the earth? What can we do to help?



Unit and Lesson title	Objective Covered	Big Question
<b>Respecting Rights - Rights</b>	To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise ways in which we are the same as all other people; what we have in common with everyone else	What are rights and what rights do all people share? What special rights do children have?
<b>Respecting Rights – Protecting Our Right</b>	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Who helps us protect our rights? What can we do if we don't feel safe?
<b>Respecting Rights – Respecting Others</b>	To recognise that their behaviour can affect other people. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	What could happen if we didn't show respect for the rights of others? How can we show respect for the rights of others?
<b>Respecting Rights – Everybody's Different</b>	To identify and respect the differences and similarities between people. To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To recognise ways in which we are the same as all other people; what we have in common with everyone else.	What does it mean to be different?  How should we behave towards people who are different from us?
<b>Respecting Rights – Is It Fair?</b>	To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Does fair always mean equal? Why is it important to be fair?
<b>Respecting Rights – Taking Part</b>	To know how they can contribute to the life of the classroom and school. To understand that they belong to different groups and communities, such as family and school.	Why is it good to make a difference? How can we make a difference to our school and community?

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

Unit and Lesson title	Objective Covered	Big Question
<b>Britain</b> – Living in Britain	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	What kinds of people are British people? What is it like to live in Britain?
<b>Britain</b> - Democracy	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know what democracy is and the basic institutions that support it.	What is democracy? Why is democracy important?
<b>Britain</b> – Rules, Laws and Responsibilities	To know why and how rules and laws that protect themselves and others are made and enforced. To understand why different rules are needed in different situations and how to take part in making and changing rules	What are rules? What is the law? How are rules and laws enforced? How do rules and laws help us?
<b>Britain</b> - Liberty	To understand that there are basic human rights shared by all peoples and all societies. To know that these universal rights are there to protect everyone.	What does liberty mean? What are the rights shared by British people?
<b>Britain</b> – Tolerance and Respect	To understand that differences and similarities between people arise from a number of factors. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	What is diversity and why is it important? Why should we be respectful of others?
<b>Britain</b> – What Does It Mean to Be British?	To research, discuss and debate topical issues, problems and events. To consider the lives of people living in other places, and people with different values and customs.	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</b> – Where Does Money Come From?	To learn about the role money plays in their own and others' lives, including how to manage their money and how to be a critical consumer. To learn 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.	Why do people go to work? What other ways do people get money?
<b>Money Matters</b> – Ways To Pay?	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	What are notes, coins, debit and credit cards, cheques and bank accounts? What do they do?
<b>Money Matters</b> – Lending and Borrowing	To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Why do people borrow money? What are the consequences of borrowing money?
<b>Money Matters</b> - Priorities	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.	What is the difference between a want and a need? What are priorities?
<b>Money Matters</b> - Advertising	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Why do adverts try to influence the way we spend money? How do they do it?
<b>Money Matters</b> – Keeping Track	To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	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>	To consider the lives of people living in other places and people with different values and customs. To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.	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>	To recognise and challenge stereotype. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	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>	To consider the lives of people living in other places, and people with different values and customs. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	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>	To consider the lives of people living in other places, and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	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>	To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	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>	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.	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>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p>	<p>What does it mean to be a global citizen?</p> <p>How can we be responsible global citizens?</p>
<b>One World – Global Warming</b>  <b>Year 4</b>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>What is global warming and why is it happening?</p> <p>What are the effects of global warming and how can we prevent them from becoming worse?</p>
<b>One World – Energy</b>  <b>Year 4</b>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>How does energy we use contribute to global warming?</p> <p>What can we do to help?</p>
<b>One World – Water</b>  <b>Year 4</b>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>Why is it important not to waste water?</p> <p>How can we use water responsibly?</p>
<b>One World – Biodiversity</b>  <b>Year 4</b>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>What is biodiversity and why is it important?</p> <p>What can we do to encourage biodiversity?</p>
<b>One World – In Our Hands</b>  <b>Year 4</b>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>How can choices we make have an impact on people across the world?</p> <p>What is our plan for making the world a better place</p>

Unit and Lesson title	Objective Covered	Big Question
<b>Respecting Rights</b> - Rights	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	What are rights and what rights do all people share? What special rights do children have?
<b>Respecting Rights</b> – Are All Right Equal?	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	Are some human rights more important than others? If we could add a right to the declaration, what would it be?
<b>Respecting Rights</b> - Rules	To know why and how rules and laws that protect them, and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To know what democracy is and about the basic institutions that support it locally and nationally.	Why do we have rules? What kind of rules do we have? How does following rules help us?
<b>Respecting Rights</b> – Rights without Responsibilities	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	Are rights and responsibilities connected? Can we have rights without responsibilities?
<b>Respecting Rights</b> - Respect	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.	What is respect and why is it important that rights are respected? What does it mean to respect the rights of others?
<b>Respecting Rights</b> – Are We so Different?	To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes	What can we tell about a person by looking at a picture? How can stereotypes be harmful?

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

Unit and Lesson title	Objective Covered	Big Question
<b>Britain</b> - Identities	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand that there are basic human rights shared by all peoples and all societies.	What kind of people live in Britain? How can we show respect for people whose faith or ethnicity is different to ours?
<b>Britain</b> - Communities	To understand what being part of a community means. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	What is a community and who makes it what it is? How can we contribute to our community?
<b>Britain</b> – Respecting the Law	To understand why and how rules and laws that protect themselves and others are made and enforced. To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities.	How does the law help us? What could happen if laws are broken?
<b>Britain</b> – Local Government	To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies.	What is 'local government' and what does it do? How does local government work?
<b>Britain</b> – National Government	To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies.	What is 'national government' and what does it do? How does national government work?
<b>Britain</b> – Making a Difference	To understand what being part of a community means and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To think about the lives of people living in other places, and people with different values and customs.	What are charities and voluntary groups? What do they do?

Unit and Lesson title	Objective Covered	Big Question
<b>Money Matters</b> – Look After It	To learn about the role money plays in their own and others’ lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	What are financial risks? How do we avoid them?
<b>Money Matters</b> – Critical Consumers	To learn about the role money plays in their own and others’ lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	How do manufacturers and retailers try to influence the way we spend our money? How can we be ‘critical consumers’?
<b>Money Matters</b> – Value for Money	To learn about the role money plays in their own and others’ lives, including how to manage their money and how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	What does ‘value for money’ mean? How do we know if things are good value for money?
<b>Money Matters</b> - Budgeting	To learn about the role money plays in their own and others’ lives, including how to manage their money and how to be a critical consumer. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Why might we need a budget? How might we make a budget?
<b>Money Matters</b> – Borrowing and Saving	To learn about the role money plays in their own and others’ lives, including how to manage their money and how to be a critical consumer. To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (e.g. their contribution to society through the payment of VAT).	What are the risks and consequences of borrowing money? What is interest?
<b>Money Matters</b> – Money in the Wider World	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (e.g. their contribution to society through the payment of VAT).	What is ‘tax’? What is tax used for?



Unit and Lesson title	Objective Covered	Big Question
<b>Respecting Rights – Know Your Rights</b>	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.	What are rights and what rights do people share? What special rights do children have?
<b>Respecting Rights – Do Human Right Apply to Everyone?</b>	To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see ‘protected characteristics’ in the Equality Act 2010).	Is it acceptable to do things against human rights laws if it is traditional or part of a culture? Why might someone do something that could harm or be against the human rights of a family member they care about?
<b>Respecting Rights – Are Everyone’s Rights Met?</b>	To know that these universal rights are there to protect everyone and have primacy both over national law and community practice. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To know that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (this would not be mentioned explicitly and no teaching or reference of the term will be made, however if appropriate there will/could be a discussion around violation of individual rights). To consider the lives of people living in other places, and people with different values and customs.	Why are people’s human rights sometimes not met in places across the world? Why are people’s human rights sometimes not met here in the UK?
<b>Respecting Rights – Are You Rights-Respecting?</b>	To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). To	What do we need to do to respect the human rights of others? What are the consequences of not respecting these rights?

	understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	
<b>Respecting Rights – Do Human Rights Change?</b>	To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities	What are some of the ways that ideas about human rights have changed? How have those changes happened?
<b>Respecting Rights – Human Rights Heroes</b>	To know why and how rules and laws that protect them, and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of antisocial, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	What is a 'human rights activist' and what do they do? How have these people made the world a better place for everyone?

### **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 SEAL' 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. 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. 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. 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. to think about the lives of people living in other places and times, and people with different values and customs
- 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. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- 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.