

PSHE/RSE Curriculum Map

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups (EYFS follow Early Learning Goals)	Family & relationships	Health & Wellbeing	Safety & the changing body (RSE Unit)	Citizenship	Economic Wellbeing	Spirituality

British Values

EYFS

Personal and Social and Emotional Development		
Autumn Term	Spring Term	Summer Term
<p>Self-regulation Children routinely recognise others' emotions and comfort/are sensitive to individual needs. Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?" Children understand that they have to wait for an adult or resource and know how to wait patiently. Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made..." "I used ..." "I am really proud of ..." children talk about improvements they have made Children know how to listen carefully and follow three step instructions. Children know how to listen to an adult and talk about what good listening is.</p> <p>Managing Self Children know how to talk about:</p> <ul style="list-style-type: none"> - How to cross the road safely - Why a good night's sleep is important - Why we brush our teeth - How exercise affects our body - What foods are healthy for us. <p>Children independently get changed for PE and know how to use buttons to get themselves dressed Children know how to put a painting apron on independently. Children know why we have rules and know how to explain what good behaviour is. Children know how to try different ways to solve a challenge. Children know how to say something they are proud of and talk about what they have learned (growth mindset focus)</p> <p>Building Relationships Children know how to listen to the views of others in play situations. Children respect others' ideas during play. Children routinely recognise others' emotions and comfort/are sensitive to individual needs.</p>	<p>Health and Hygiene Children know how to wash their hands independently.</p> <p>Children know how to manage their own toileting independently.</p> <p>Children know why we brush our teeth and begin to brush their teeth independently.</p> <p>Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books)</p> <p>Fine Motor Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.</p>	<p>Health and Hygiene Children know how to talk about:</p> <ul style="list-style-type: none"> - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body <p>What foods are healthy for us.</p>

Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A Connecting with others	Lesson 1 What makes me Special? To recognise what makes me special and talk about my strengths. <ul style="list-style-type: none"> Say what makes me special. Give examples of how people are special in different ways. Share some ways to get better at something. Individual Liberty Mutual Respect	Lesson 2 How do families show families show love and show care for each other? To explore how families care for and support each other. <ul style="list-style-type: none"> Talk about how families spend time together. Share some ways that families show love, help and care for each other. Know that families can sometimes argue but still love and support each other. Mutual Respect Tolerance	Lesson 3 What makes me feel safe and cared for? To understand that families should help me feel safe and cared for. <ul style="list-style-type: none"> Describe what feeling safe is like. Name helpful ways to deal with family problems. Share reasons why hurting someone is not ok. Say when to ask trusted adults for help 	Lesson 4 and 5 What makes a good friend? How can we have a kind and friendly class? To explain how to be a good friend. To explore how to be kind even when you are angry or upset. <ul style="list-style-type: none"> Describe what a good friend does. Give a reason why friends are important. Give an example of friendly behaviour. can explain why it is important to be kind and fair. I can use kind words even if I am upset. I can say what I need or do not like politely. Mutual Respect Tolerance	Lesson 6 To explore kind and respectful behaviours. <ul style="list-style-type: none"> Talk about why it is important to show respect for others. Take turns and share fairly. Use kind and polite words. Mutual Respect Tolerance
Year 1/2 Cycle B My Healthy Self	Lesson 2 What emotions can we recognise? To name and recognise the six emotions <ul style="list-style-type: none"> Name the six basic emotions. 	Lesson 3 When and why do people show different emotions? To recognise that people may show different emotions in a situation and understand why. <ul style="list-style-type: none"> Talk about times when people might show happiness, sadness, anger, 	Lesson 3 and 4 How can emotions change? What can make us feel calm or excited?. To describe emotions and how they change. To explore what makes me and others feel excited and calm.	Lesson 5 What might make us feel worried, upset or scared? To explore what makes us feel worried, annoyed or upset. <ul style="list-style-type: none"> Identify what can make someone feel worried, annoyed or upset. 	Lesson 6 What can we do when our feelings get tricky? To talk about how we can get help with our feelings. <ul style="list-style-type: none"> Say how I feel to someone else. Give examples of things that help

	<ul style="list-style-type: none"> • Begin to recognise what these emotions look and feel like • Begin to use face and body clues to recognise emotions. 	<p>surprise, fear or disgust.</p> <ul style="list-style-type: none"> • Give reasons why someone might show these emotions. • Recognise that someone may show different emotions about the same situation. • Recognise that someone may show different emotions when the same situation happens again. <p>Mutual Respect Tolerance</p>	<ul style="list-style-type: none"> • Describe emotions as comfortable or uncomfortable. • Describe how emotions and feelings can grow or change. • Describe how strong feelings linked to emotions are using words such as 'a little bit' or 'very big.' • Give examples of when someone might have a small feeling or a big feeling. • Talk about things that make me feel calm or excited. • Explain why it is important to rest. • Explain why it is important to do things I enjoy. • 	<ul style="list-style-type: none"> • Describe what makes me feel worried, annoyed or upset. • Give examples of things that can make people feel better. 	<p>when feelings feel difficult.</p> <ul style="list-style-type: none"> • Talk about how a trusted adult can help me when feelings feel difficult to manage.
Year 3/4 Cycle A Connecting with others	<p>Lesson 1 How can I respect myself? To recognise what self-respect is and why it is important.</p> <ul style="list-style-type: none"> • Identify some of my strengths and interests. • Explain what self-respect means and why it is important. • Describe ways I can show self-respect. <p>Mutual Respect Tolerance</p>	<p>Lesson 2 What are personal boundaries? To identify my personal boundaries.</p> <ul style="list-style-type: none"> • Explain what a personal boundary is. • Identify what I am and am not comfortable with. • Communicate a personal boundary. • Show respect to others' personal boundaries. 	<p>Lesson 3 What makes a family? To identify how families can spend time together and support each other.</p> <ul style="list-style-type: none"> • Name different ways families spend time together. • Explain how families help and support each other. • Describe some responsibilities that families can share at home. 	<p>Lesson 6 How Can we repair a friendship after falling out? To explore fair ways to respond after a falling-out with a friend.</p> <ul style="list-style-type: none"> • Identify why people sometimes fall out. • Say why apologising and discussing feelings can be helpful after people fall out. • Suggest fair ways to sort out a falling-out with a friend. 	<p>Lesson 8 What are the different types of Bullying? To identify what bullying is and how it might make someone feel.</p> <ul style="list-style-type: none"> • Identify different types of bullying. • Describe how bullying might make someone feel. • Explain what to do if it happens, such as telling a trusted adult <p>Mutual Respect</p>

		Individual Liberty	Mutual Respect	Mutual Respect Tolerance	Tolerance Individual Liberty
Year 3/4 Cycle B My Healthy Self	Lesson 1 How do emotions affect the body? To describe how emotions can affect our bodies. <ul style="list-style-type: none"> Recall the six basic emotions. Use a wider range of words to describe emotions. Describe what happens in my body when I experience different emotions. 	Lesson 2 How can I tell what someone else might be feeling? To recognise how other might be feeling using clues. <ul style="list-style-type: none"> Use precise vocabulary to describe how someone might be feeling. Identify clues in people's body language, what they say and what they do. Use clues to support my ideas about how someone is feeling. Mutual Respect	Lesson 4 How does sleep help my mind and my body? To understand why sleep is important and how we can sleep well. <ul style="list-style-type: none"> Explain why sleep is important for my mind and body. Describe what happens when we do not get enough sleep. Explore strategies for a healthy sleep routine. 	Lesson 5 What can I do when I experience strong emotions? To identify strategies that may be helpful when experiencing strong emotions. <ul style="list-style-type: none"> Explain why we sometimes need to manage our emotions List some strategies for managing different emotions. Suggest personal ways to manage my emotions. 	Lesson 6 When should I ask an adult for emotional support? To understand how to support ourselves and get help with our feelings. <ul style="list-style-type: none"> Explain why it is important to ask for help. Identify trusted adults I could go to for support. Give examples of how a trusted adult can help me. Identify strategies that can help me manage my feelings.
Year 5/6 Cycle A Connecting with others	Lesson 1 What makes me who I am? To describe how our identities are influenced by different factors. <ul style="list-style-type: none"> Identify different factors that shape my identity. Give examples of how my identity is similar to and different from others' identities. 	Lesson 2 and 3 How do families show commitment to each other? How can families support and protect each other? To understand what commitment means and how it is shown in family relationships. <ul style="list-style-type: none"> Describe what commitment means. Identify different ways that families can show 	Lesson 4 What helps us make and maintain healthy friendships? To evaluate healthy and unhealthy friendships. <ul style="list-style-type: none"> Evaluate healthy and unhealthy friendships can explain why healthy friendships are important. Compare and contrast the qualities of healthy and unhealthy friendships. 	Lesson 5 How can we manage challenges in friendships? To develop and apply positive responses to friendship challenges. <ul style="list-style-type: none"> Use calm, respectful language to express my feelings when resolving friendship challenges. Use self-regulation techniques to help me stay calm and in control. 	Lesson 6 How can I be assertive and respectful? To reflect on what assertive communication looks like and why it is important. <ul style="list-style-type: none"> Explain what it means to be assertive. I can express my feelings and needs politely and confidently. I can balance my own needs with the

	<ul style="list-style-type: none"> Explain how my values and beliefs influence my behaviour and the choices I make. <p>Individual Liberty Tolerance Mutual Respect</p>	<p>commitment to each other.</p> <ul style="list-style-type: none"> Identify that legal commitments, such as marriage or civil partnership, are based on love and care I can reflect on how my family and I support each other. I can discuss how families can support and protect each other in different ways. I know what to do and who to talk to if I, or someone I know, feels unsupported or unsafe at home. <p>Individual Liberty Mutual Respect & Tolerance Rule of Law</p>	<ul style="list-style-type: none"> Talk about ways to maintain healthy friendships. <p>Mutual Respect</p>	<ul style="list-style-type: none"> Recommend positive ways to handle friendship challenges <p>Mutual Respect Tolerance</p>	<p>needs and wants of others.</p>
Year 5/6 Cycle B My Healthy Self	<p>Lesson 1 What do food labels really tell us? To explore how food labels can help in making healthier choices.</p> <ul style="list-style-type: none"> Explain what the traffic light food labels are. Recognise that food labels give some information to help make healthier choices. Compare food and drink based on traffic light food labels. 	<p>Lesson 2 and 3 How active am I and how can I move more? What are the different types of physical activity and how do they affect us? To reflect on how active I am. To compare the impact of different physical activities on the body.</p> <ul style="list-style-type: none"> Describe how active I am now. Name small ways to move more each week. Explain some ways that adults can stay active. 	<p>Lesson 4 How can I recognise complex feelings? To recognise a range of complex feelings.</p> <ul style="list-style-type: none"> Identify and name a range of complex feelings. Identify some signs of complex feelings in the body. Use precise vocabulary to describe feelings. 	<p>Lesson 6 To recognise how attitudes to gender have changed over time (Year 5). To explore the impact of stereotypes and how they can lead to discrimination (Year 6).</p> <p>Understand that attitudes and laws relating to gender have changed over time. (Y5) Explain why gender equality is important. (Y5) Explain how we make assumptions about people based on how they look. (Y6)</p>	<p>Lesson 6 To begin to understand the process and emotions relating to grief.</p> <p>Understand that loss and change can cause a range of emotions. (Y5 and Y6) Explain what grief means. (Y5 and Y6) Understand that grief is different for different people and in different situations. (Y5 and Y6) Know who I can talk to if I am worried about anything relating to grief. (Y5 and Y6)</p>

		<ul style="list-style-type: none"> Describe the difference between light, moderate and vigorous activity. Give examples of different types of physical activity. Explain how physical activity supports the body and mind. 		<p>Understand that stereotypes around race and religion can be harmful. (Y6)</p> <p>Explain how stereotypes can affect the way people are treated and can lead to discrimination. (Y6)</p> <p>Rule of Law</p>	
--	--	---	--	--	--

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A The Online World	<p>Lesson 1 When am I online?</p> <p>To recognise when we are online.</p> <ul style="list-style-type: none"> To say what being online means. Name at least two examples of online activities. Name digital devices that can be used online. 	<p>Lesson 2 What can I do online and what can I do in person?</p> <p>To recognise online activities and in-person activities.</p> <ul style="list-style-type: none"> Sort online and in-person activities. Begin to explain why some activities are better done online or in person. 	<p>Lesson 3 How should I behave on a device?</p> <p>To recognise that polite behaviour online is the same as polite behaviour in person.</p> <ul style="list-style-type: none"> Say how to be polite when using a device. Explain why it is important to be kind online and in person. Describe how unkind behaviour can make others feel online. <p>Mutual Respect</p>	<p>Lesson 4 How can I balance screen time with in-person activities?</p> <p>To explain why it is good to balance screen time with in-person activities.</p> <ul style="list-style-type: none"> Recognise the things I need to stay healthy. Say what might happen if someone spends too much time using screens. Suggest ways to balance screen time with in-person activities. 	<p>Lesson 5 and 6 What should I do if I see something online that worries me? How do I stay safe online?</p> <p>To understand when and how I should tell an adult about something I see online.</p> <p>To describe how I can stay safe online.</p> <ul style="list-style-type: none"> Say who my trusted adults are. Recognise when something online is not right.

					<ul style="list-style-type: none"> • Say what to do if something online makes me feel worried, scared or confused. • Recall at least two rules for staying safe online. • Say what I should do if something online makes me worried, scared or confused. • Say why it is important to stay safe online.
Year 1/2 Cycle B Citizenship	Lesson 1 What do babies and toddlers need? To recognise some of the needs of babies and toddlers. <ul style="list-style-type: none"> • Name some things that babies and toddlers need. • Explain some of the ways adults help to care for babies and toddlers. • Describe safe ways I could help with a baby or toddler. 	Lesson 2 What do animals need? To understand that animals have different needs and how to care for them. <ul style="list-style-type: none"> • Name some needs that different animals have. • Give examples of how to look after some animals. • Recognise that humans can help look after different types of animals. 	Lesson 4 How can I share my ideas respectfully? To show respect when sharing ideas and opinions. <ul style="list-style-type: none"> • Share my ideas for improving an area of school. • Show respect when others share their ideas and opinions. • Give reasons for my opinions respectfully. Mutual Respect	Lesson 5 Who helps look after our environment? To recognise how people help look after the school and local environments. <ul style="list-style-type: none"> • Name people who help look after our school and local environments. • Identify how people help look after the environment in different ways. • Recognise the importance of people who help look after the local environment. Mutual Respect	Lesson 6 How do rules help everyone? To recognise how rules help people, animals and places. <ul style="list-style-type: none"> • Identify what rules are. • Give examples of rules that help people, places and animals. • Say how rules help people, places and animals. Rule of Law
Year 3/4 Cycle A The Online World	Lesson 1 How do we communicate online?	Lesson 2 How can we be respectful when we communicate online?	Lesson 3 How can communication online sometimes be misunderstood?	Lesson 4 How should I respond to online bullying?	Lesson 5 and 6 Why do we need to be careful when communicating online? How can I keep myself safe online?

	<p>To identify ways people communicate online and in person.</p> <ul style="list-style-type: none"> Sort types of communication into online and in-person. Give examples of online communication. Describe what is the same and different about online and in-person communication. Explain what is helpful about different types of communication. 	<p>To describe respectful ways to communicate online.</p> <ul style="list-style-type: none"> Recognise the importance of showing respect online. Identify respectful and disrespectful online behaviour. Describe how disrespectful online behaviour might make someone feel. <p>Mutual Respect</p>	<p>To explain how online communication can be misunderstood.</p> <ul style="list-style-type: none"> Explain why communication online can be misunderstood. Give examples of how messages can be interpreted in different ways. Explain how online communication can affect how people feel. 	<p>To understand how to respond to online bullying safely?</p> <ul style="list-style-type: none"> Give examples of online bullying. Identify how online bullying hurts people. Choose safe ways to respond to online bullying, including telling a trusted adult. 	<p>To explain why we must be careful when communicating online.</p> <ul style="list-style-type: none"> Explain why you cannot always be sure who someone is online. Suggest safe actions to take if someone I do not know contacts me online. Identify personal information that should be kept private online. Recognise when something online feels unsafe or worrying. Describe simple steps to report something online. Explain and practise how to get help if something online feels unsafe.
Year 3/4 Cycle B Citizenship	<p>Lesson 1 What are human rights?</p> <p>To recognise that everyone has human rights and responsibilities.</p> <ul style="list-style-type: none"> Give some examples of human rights. Explain that rights help people live safely, fairly and with respect. Give some examples of people and organisations that 	<p>Lesson 2 What rights should children have?</p> <p>To recognise that children have rights and why they matter.</p> <ul style="list-style-type: none"> Give examples of rights that all children should have. Explain how children's rights help children. 	<p>Lesson 3 How can we help the environment by reducing what we use?</p> <p>To understand how reducing what we use helps protect the environment.</p> <ul style="list-style-type: none"> Give examples of how to create less waste and use less energy. Describe how reducing what we 	<p>Lesson 4 and 5 How can reusing help the environment? Why is recycling important?</p> <p>To recognise how reusing items helps the environment. To recognise our responsibility to recycle at home, school and in the local area.</p> <ul style="list-style-type: none"> Give examples of how items can be reused. 	<p>Lesson 6 How do Councils help look after their communities?</p> <p>To recognise how local councils look after local communities.</p> <ul style="list-style-type: none"> Identify some of the local council's responsibilities. Give examples of how the council helps the local area.

	<p>help protect human rights.</p> <p>Rule of Law Individual Liberty</p>	<ul style="list-style-type: none"> Describe some ways adults can protect children's rights. <p>Individual Liberty Rule of Law</p>	<p>use helps the environment.</p> <ul style="list-style-type: none"> Suggest reasons why reducing what we use is better than reusing or recycling. <p>Mutual Respect</p>	<ul style="list-style-type: none"> Suggest why reusing items is better than recycling them. Design a reuse project. 	<ul style="list-style-type: none"> Explain why councils must choose what to spend money on. <p>Democracy</p>
Year 5/6 Cycle A The Online World	<p>Lesson 1 How do adverts try to influence us online?</p> <p>To analyse how online adverts influence what we click, buy or watch.</p> <ul style="list-style-type: none"> Use the word 'influence' when talking about adverts. Identify the purpose of different types of adverts. Explain how adverts affect what people think, feel and do. Recognise common advertising techniques. 	<p>Lesson 2 How are adverts chosen for me online?</p> <p>To explain how online adverts are targeted.</p> <ul style="list-style-type: none"> Recognise that my online activity can be tracked and used to personalise content. Give examples of personal data collected online. Describe how data is used to target adverts. 	<p>Lesson 3 and 4 How else am I influenced online? How do online trends shape our choices offline?</p> <p>To recognise how different types of online content influence choices and behaviour. To explain how online trends influence behaviour</p> <ul style="list-style-type: none"> Describe what an influencer is. Recognise how influencers build trust. Analyse how influencers use online content to affect behaviour. Describe what an influencer is. Recognise how influencers build trust. Analyse how influencers use online content to affect behaviour. 	<p>Lesson 5 How does what we see online influence our viewpoints?</p> <p>To analyse how opinions shared online can shape our views.</p> <ul style="list-style-type: none"> Explain the difference between a fact and an opinion. Identify when an opinion is presented as a fact. Explain how repetition and popularity can influence viewpoints. Evaluate online information 	<p>Lesson 6 How can some online messages be misleading?</p> <p>To recognise that online messages can be misleading</p> <ul style="list-style-type: none"> Recognise when an online message may be misleading. Identify common features of misleading content. Suggest safe actions to take if I see misleading content.

Year 5/6 Cycle B Citizenship	Lesson 1 How can we show that we care for others? To recognise how to show care for others. <ul style="list-style-type: none"> Name the people, animals, plants or belongings I care about. Identify issues I care about. Give examples of actions I can take to show care. 	Lesson 2 How do people contribute to the community? To identify how individuals and groups can contribute towards the community. <ul style="list-style-type: none"> Give examples of how people contribute to a community. Describe how a contribution can help others. Suggest ways to recognise people's contributions. 	Lesson 3 How does the UK Government work? Recognise how the UK Government works. <ul style="list-style-type: none"> Describe how people elect MPs and how the UK Government is usually formed. Name different parts of the UK Government and what they do. Describe the role of MPs and ministers. <p>Democracy Rule of Law</p>	Lesson 4 What is the role of a local councillor? To understand the role of a local councillor. <ul style="list-style-type: none"> Describe how local councillors help people in their community. Identify some issues that local councillors may be able to help people with. Explain what happens at a local council surgery. <p>Democracy</p>	Lesson 5 What are pressure groups? To recognise the role of pressure groups. <ul style="list-style-type: none"> Describe what a pressure group is. Give examples of actions pressure groups can take to create change. Rank campaign actions and give reasons for my choices. <p>Rule of Law</p>

Spring Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A Health Protection	Lesson 1 How and why do we wash our hands? To explain how and why we wash our hands <ul style="list-style-type: none"> Describe what germs are. Recognise when I need to wash my hands. Show how to wash my hands properly in the correct order 	Lesson 2 How can I protect myself in different weather? To describe how I can protect myself in any weather <ul style="list-style-type: none"> Choose suitable clothing for the weather. Make links between the weather and how I feel. Describe how to stay safe in hot weather. 	Lesson 3 Who helps us stay healthy? Recognise people who help us stay healthy. <ul style="list-style-type: none"> Recall people who help us stay healthy. Identify healthcare settings that help people stay healthy. Talk about how healthcare workers can help keep people well or get them well. 	Lesson 4 What should I do if I feel unwell? To talk about how my body feels when I feel unwell. <ul style="list-style-type: none"> Name body parts. Describe signs that I am ill. Recognise that telling adults helps keep me safe and healthy. 	Lesson 5 and 6 How serious are different injuries? How can we get help for serious illnesses and injuries? To identify who can help us with serious injuries <ul style="list-style-type: none"> Give examples of first aid. Identify which injuries I need to tell an adult about. Tell the difference between small and serious injuries. can

					<p>explain who helps with serious illnesses and injuries.</p> <ul style="list-style-type: none"> • Identify why some medical situations are emergencies. • Explain when to call 999.
Year 1/2 Cycle B Citizenship	<p>Lesson 1 Where do we belong?</p> <p>To identify the communities that people belong to.</p> <ul style="list-style-type: none"> • identify communities that I belong to. • Recognise that people belong to more than one group. • Recognise that some communities are chosen and some are not. 	<p>Lesson 2 How can different people contribute to communities?</p> <p>To Explain how people contribute to a community.</p> <ul style="list-style-type: none"> • Identify ways that people contribute to a community. • Identify ways that people contribute in similar ways. • Identify ways that people contribute in different ways. 	<p>Lesson 3 What jobs do people do in our local community?</p> <p>To describe jobs people do to help in my local community.</p> <ul style="list-style-type: none"> • Identify some of the jobs people do in my local community. • Describe how different jobs help my local community. • Explain why jobs are important and what might happen if nobody did them. 	<p>Lesson 4 What other jobs might people do?</p> <p>To describe how different jobs</p> <ul style="list-style-type: none"> • Identify a wider range of jobs people do. • Describe what people do in different jobs. • Recognise how different jobs help people or communities. 	<p>Lesson 5 and 6 What is money? Where does Money come from?</p> <p>To recognise different places adults get money from To understand what money is and how people use it.</p> <ul style="list-style-type: none"> • Identify what money is used for. • Talk about coins and notes having different values. • Recognise that money is used to buy goods and services. • Identify different ways adults get money. • Explain that adults do not all get money in the same way. • Compare different ways adults get money.
Year 3/4 Cycle A Citizenship – coming soon					
Year 3/4 Cycle B Health Protection – Coming Soon					

Year 5/6 Cycle A Citizenship – Coming Soon					
Year 5/6 Cycle B Growing Up	Lesson 1 How will my body grow during puberty? To discuss the physical and emotional changes that occur during puberty. <ul style="list-style-type: none"> • Explain what puberty is and why it happens. • Describe some physical changes that happen during puberty. • Use the correct vocabulary to talk about body changes. 	Lesson 2 How can I keep myself clean and hygienic? Explain how good hygiene helps me look after my body, including my private parts. <ul style="list-style-type: none"> • Name some physical changes that happen during puberty. • Describe how these changes affect cleanliness. • Explain how good hygiene helps me look after my body. 	Lesson 3/4 How can we treat others with kindness during puberty? How can I manage my emotions during puberty? To recognise how to treat others with kindness during puberty. To identify that emotions change during puberty and know who to talk to for support. <ul style="list-style-type: none"> • Describe how unkind behaviour might make someone feel. • Suggest ways to treat others with kindness and respect during puberty. • Consider why comments about physical or emotional changes during puberty can be hurtful. • Identify different emotions people may experience during puberty. • Describe why emotions might change as we grow up. • Identify trusted adults and people I can talk to if I feel emotional or have questions. <p>Mutual Respect Tolerance</p>	Lesson 5 What are periods? To describe what a period is and how to manage it. <ul style="list-style-type: none"> • Describe what a period is and why it happens. • Identify different products that can be used during a period. • Talk about what period might be like and how to manage it. 	Lesson 6 How can I challenge behaviour which crosses personal boundaries? To recognise personal boundaries and know how to respond when they are crossed. <ul style="list-style-type: none"> • Describe what personal boundaries are and why they are important. • Recognise situations where someone's personal boundaries may be crossed. • Suggest calm, kind and assertive ways to respond when boundaries are crossed.

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A Staying Safe	Lesson 1 How can I stay safe at home? To identify what is safe and unsafe in the home <ul style="list-style-type: none"> Recognise dangers in the home. Name some objects that might be unsafe for children in the home. Describe how some objects in the home could hurt someone. Say what to do if I spot something unsafe at home. 	Lesson 2 What is safe for our bodies? To identify what is safe and unsafe for our bodies <ul style="list-style-type: none"> Identify things that are unsafe to eat, drink or touch. Repeat a simple rule to keep my body safe. Describe why some things can harm my body. 	Lesson 3 What rules can keep me safe? To explain how rules can keep us safe. <ul style="list-style-type: none"> Recognise when something is not safe for me to use without an adult. Say some simple rules to keep me safe. Choose a rule to keep me safe in the home and at school. <p>Rule of Law</p>	Lesson 4 How can I stay near roads? To describe how to feel safe near the road. <ul style="list-style-type: none"> Identify dangers near roads. Follow the rules for safely crossing a road with an adult. Describe how to cross a road safely with an adult. 	Lesson 5 and 6 How might my body feel when something is unsafe? Who can keep me safe? To notice how I feel when something is unsafe. To recognise who and how to ask for help <ul style="list-style-type: none"> Recognise body clues when something does not feel right. Use simple language to describe these feelings. Understand I can ask an adult for help. Name some trusted adults at home and at school. Use simple phrases to ask for help. Identify which trusted adults to ask for help in different settings. Say when a situation might be an emergency and need extra help.
Year 1/2 Cycle B My Healthy Self	Lesson 1 How can we look after our emotions? To name and recognise the six emotions. <ul style="list-style-type: none"> Name the six basic emotions. Begin to recognise what these emotions look and feel like 	Lesson 2 When and why do people show different emotions? To recognise that people may show different emotions in a situation and understand why <ul style="list-style-type: none"> Talk about times when people might show happiness, sadness, anger, 	Lesson 3 How can emotions change? To recognise how emotions can change. <ul style="list-style-type: none"> Describe emotions as comfortable or uncomfortable. Describe how emotions and feelings can grow or change. 	Lesson 4 and 5 What helps us feel calm or excited? What makes us feel worried, annoyed or upset? To explore what makes me and others feel calm or excited. To explore what makes us feel worried, annoyed or upset.	Lesson 6 What can we do when our feelings get tricky? To talk about how we get help with our emotions. <ul style="list-style-type: none"> Say how I feel to someone else. Give examples of things that help when feelings feel difficult.

	<ul style="list-style-type: none"> Begin to use face and body clues to recognise emotions. 	<p>surprise, fear or disgust.</p> <ul style="list-style-type: none"> I can give reasons why someone might show these emotions. I can recognise that someone may show different emotions about the same situation. I can recognise that someone may show different emotions when the same situation happens again. <p>Mutual Respect Tolerance</p>	<ul style="list-style-type: none"> Describe how strong feelings linked to emotions are using words such as 'a little bit' or 'very big.' Gve examples of when someone might have a small feeling or a big feeling. 	<ul style="list-style-type: none"> Talk about things that make me feel calm or excited. Explain why it is important to rest. Explain why it is important to do things I enjoy. Talk about things that make me feel calm or excited. Explain why it is important to rest. Explain why it is important to do things I enjoy. 	<ul style="list-style-type: none"> Talk about how a trusted adult can help me when feelings feel difficult to manage.
Year 3/4 Cycle A Staying Safe	<p>Lesson 1 and Lesson 6 How can I tell if a situation is unsafe? How Can I prevent accidents To identify warning signs that a situation may be unsafe To begin to identify hazards and explain how thinking ahead reduces risk.</p> <ul style="list-style-type: none"> Explain what 'unsafe' means. Describe what some warning signs look and feel like. Identify what unsafe situations look like. Identify hazards in different scenarios. I can explain how planning ahead can help keep us safe. I can suggest ways to reduce or remove risks. 	<p>Lesson 2 What do I do if a situation feels unsafe? To respond to an uncomfortable situation safely.</p> <ul style="list-style-type: none"> Describe actions I can take when I feel uncomfortable. Use clear help-seeking language to ask for support. Suggest alternative strategies for what to do if the first adult does not help. 	<p>Lesson 3 How can I stay safe around traffic? To identify common risks and explain how to stay safe when walking, cycling or scooting.</p> <ul style="list-style-type: none"> Recognise different types of road crossings. Identify some common risks when out walking, cycling or scooting. Describe strategies to keep myself safe when walking, cycling and scooting. 	<p>Lesson 4 Why can water be dangerous? To explain how to be safe in, on and around water.</p> <ul style="list-style-type: none"> Identify hazards in different water settings. Explain why these water hazards are dangerous. Recognise common water safety signs. Describe safe actions to take if I feel unsafe or if someone is in danger in water. 	<p>Lesson 5 What drugs are safe or unsafe? To explain when drugs and medicines can be helpful or harmful.</p> <ul style="list-style-type: none"> Recognise when medicines can be helpful and when they can be harmful. Describe situations when a helpful medicine could be harmful. Recognise that alcohol and smoking or vaping are legal for adults but illegal for children.

<p>Year 3/4 Cycle B My Healthy Self</p>	<p>Lesson 1 What is a balanced diet and why does it matter having one? To explore the importance of having a balanced diet.</p> <ul style="list-style-type: none"> • Identify how different types of food help our bodies. • Explain why we need a variety of foods. • Plan a healthy meal. 	<p>Lesson 2 How can being active help our body and mind? To investigate how physical activity affects the body.</p> <ul style="list-style-type: none"> • Suggest some everyday activities that can help me to stay active. • Describe how my body feels during and after being active. • Explain how being active helps my body stay healthy and strong. 	<p>Lesson 3 How can I keep my energy up throughout the day? To examine how daily habits and choices can affect our energy levels</p> <ul style="list-style-type: none"> • Can identify choices that can make me feel tired or low in energy. • Explain how water, food, exercise and rest help me feel energised. • Suggest simple habits to help me stay energised. 	<p>Lesson 4 and 5 How can I get support for myself and others? How can I respond when things feel hard? To recognise when someone may need support and how to seek help. Understand how a growth mindset helps us respond to challenges.</p> <ul style="list-style-type: none"> • Use clues (from behaviour, body language or words) to understand how someone might feel. • Recognise when someone might need help with how they are feeling. • Suggest different ways to ask a trusted adult for help. • Describe the difference between a fixed mindset and a growth mindset. • Recognise what a growth mindset looks and sounds like e.g. "I can't do it yet". • Suggest strategies to help myself or others when facing a challenge. <p>Mutual Respect</p>	<p>Lesson 6 Why is helping others is good for me too? To understand that being kind can help me too.</p> <ul style="list-style-type: none"> • Describe how helping others makes people feel. • Suggest simple ways to help others feel included. • Recognise when someone might feel lonely. <p>Mutual Respect Tolerance Individual Liberty</p>
<p>Year 5/6 Cycle A Connecting with others</p>	<p>Lesson 1 How does self-respect help me? To make links between values and personal growth</p>	<p>Lesson 2 How can I be respectful in different situations? To evaluate how to be respectful in different situations.</p>	<p>Lesson 3 How can I set and respect boundaries? To set and respect personal boundaries, including seeking and giving consent.</p>	<p>Lesson 4 How can we challenge unfairness? To evaluate safe, respectful ways to challenge unfairness in everyday situations.</p>	<p>Lesson 5 How should we work together to stop bullying? To describe how to respond to bullying safely.</p>

	<ul style="list-style-type: none"> Consider how values affect behaviour choices. Reflect on how following values contributes to positive self-esteem and self-respect. Create steps to success to achieve a personal goal. <p>Mutual Respect</p>	<ul style="list-style-type: none"> I can suggest ways behaviour can be changed to show respect. I can reflect on other people's needs before I act. I can consider what behaviours are respectful depending on the situation. <p>Mutual Respect Tolerance</p>	<ul style="list-style-type: none"> Talk about my personal boundaries in a scenario. Recognise how crossing a boundary, even as a joke, damages trust. Use consent language and respond appropriately when permission is not given. <p>Mutual Respect</p>	<ul style="list-style-type: none"> Identify stereotypes or unfair treatment in scenarios. Suggest safe, thoughtful ways to challenge unfairness. Justify my response by explaining how it is safe, respectful and fair to others. <p>Rule of Law</p>	<ul style="list-style-type: none"> Identify upstander actions and explain why they are safe and appropriate. Choose and justify a safe response to bullying in person and online. Explain how to get help and report bullying using school systems or trusted adults.
Year 5/6 Cycle B My Healthy Self	<p>Lesson 1 Why do healthy teeth matter for the future? To understand how daily habits protect long-term dental health.</p> <ul style="list-style-type: none"> Identify ways to keep teeth and gums healthy. Explain why cleaning between the teeth is important. Explain the importance of regular dental checkups. 	<p>Lesson 2 How can I eat for a healthier future? To interpret nutritional information to help make informed choices about food.</p> <ul style="list-style-type: none"> Identify and use key information on food labels. Explain how poor nutrition affects both short-term and long-term health. Give reasons for food choices. 	<p>Lesson 3 What habits might support my future life? Describe how habits can influence future health</p> <ul style="list-style-type: none"> Explain how some habits affect the body and mind. Identify some possible long-term consequences of certain habits. Make a plan to improve habits for better health in the future. 	<p>Lesson 4 How can I recognise and regulate complex feelings? To recognise and regulate strong and complex feelings.</p> <ul style="list-style-type: none"> Identify and name a range of complex feelings. Give examples of what can influence strong feelings. Suggest helpful ways to regulate strong or complex feelings. 	<p>Lesson 6 How can I support self-esteem for myself and others? To understand how my actions can impact myself and others.</p> <ul style="list-style-type: none"> Explain how unkind behaviour, including bullying, can affect self-esteem over time. Explain how my actions can impact myself and others. Describe ways to support someone who has been hurt or left out.

Summer I

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A Connecting with others	<p>Lesson 1 How are we all different and the same? Recognise and celebrate how people are different.</p> <ul style="list-style-type: none"> Identify how I am the same as and different to others. Celebrate differences. Explain why I should treat everyone kindly. <p>Mutual Respect Tolerance Individual Liberty</p>	<p>Lesson 2 How are families the same and different? To recognise that all families are different and all are special.</p> <ul style="list-style-type: none"> Talk about who is in my family. Show all families are special and different by sharing examples. Show respect for all kinds of families. <p>Mutual Respect Tolerance Individual Liberty</p>	<p>Lesson 4 How can I let others know what is ok and not ok? Practise telling others when something feels okay or not okay to me.</p> <ul style="list-style-type: none"> Say when something feels okay or not okay. Ask before touching or using someone's things. Respect when someone else says no. 	<p>Lesson 5 Who can I talk to if something does not feel right? To name who I can talk to and what I can say if something feels unsafe or wrong.</p> <ul style="list-style-type: none"> Recognise that it is never my fault if someone makes me feel unsafe or not okay. Identify and name adults who help keep me safe. Tell a trusted adult if I feel unsafe or not okay. 	<p>Lesson 6 What should I do if someone is being unkind and unkind again? To recognise bullying behaviour and know what to do if it happens.</p> <ul style="list-style-type: none"> Recognise when bullying may be happening. Describe how the word STOP can identify and help with bullying. Suggest ways to respond to bullying.
Year 1/2 Cycle B Growing up	<p>Lesson 1 How do we grow and change? To identify how we grow and change as we get older.</p> <ul style="list-style-type: none"> List simple physical changes that happen as we grow. Recognise that changes to the body are a normal part of growing up. Describe ways I have changed since I was a baby. 	<p>Lesson 2 How will I change as I grow up? To describe what people can do as they grow older.</p> <ul style="list-style-type: none"> Talk about what people can do at different stages of growing up. Use simple vocabulary, such as baby, toddler and child. Give examples of things a child can do that they could not do as a baby or toddler. 	<p>Lesson 4 Do I make the rules about my own body? To express personal boundaries using simple language.</p> <ul style="list-style-type: none"> Recognise that my body belongs to me. Explain what personal body boundaries are. Use simple words to say if I feel uncomfortable or want to say no. 	<p>Lesson 4 and 5 How can I talk about my own body? How can we show respect for each other's bodies? To talk about the body parts correctly To talk about how to respect other people's belongings and bodies.</p> <ul style="list-style-type: none"> Say that private body parts are the parts covered by underwear or swimwear. Use the correct names for body parts. Explain that knowing the correct names for body parts helps keep people safe. 	<p>Lesson 6 Who can I talk to if I don't feel safe? To describe how to get help if you feel unsafe or uncomfortable.</p> <ul style="list-style-type: none"> Say what a trusted adult is and identify trusted adults in my life. Notice body feelings that tell me something is wrong. Say what to do if someone does not respect my boundaries.

				<ul style="list-style-type: none"> • Say what I should do if someone touches my private parts or makes me feel unsafe. • Recognise situations where privacy should be respected. • Say how to respect other people's bodies and personal belongings. • Identify a trusted adult to talk to if I am worried about privacy or boundaries. 	
Year 3/4 Cycle A Connecting with others	Lesson 1 How can I show self-respect? To use positive thoughts and words when things are challenging. <ul style="list-style-type: none"> • Identify positive and negative self-talk. • Practise positive self-talk. • Describe how positive self-talk feels. • Set a goal to use positive self-talk when I find something hard. Mutual Respect Individual Liberty	Lesson 2 How can I show respect to others? To practise being respectful in different settings <ul style="list-style-type: none"> • Identify respectful and disrespectful behaviours. • Describe how manners, tone and body language can show respect. • Role play respectful behaviour in a range of settings. Mutual Respect Tolerance	Lesson 3 How can I build trusting friendships? To describe a range of ways to build trusting friendships. <ul style="list-style-type: none"> • Identify actions that build and break trust in a friendship. • Describe how trust is built through kind, honest and respectful behaviour. • Give examples of how trust can be rebuilt. Mutual Respect Tolerance Individual Liberty	Lesson 5 How should I respond to bullying? To explain when and how to ask for help if I see bullying. <ul style="list-style-type: none"> • Describe what to do if I see bullying or feel unsafe. • Recognise when to take action. • Name who I can turn to for support if I need to. 	Lesson 6 What is a stereotype? To describe what stereotypes are and why they are unfair. <ul style="list-style-type: none"> • Identify examples of stereotypes. • Explain what a stereotype is. • Say why stereotypes are unfair. Mutual Respect Individual Liberty
Year 3/4 Cycle B Citizenship	Lesson 1 How do people pay for things? To explore different ways to pay for things. <ul style="list-style-type: none"> • Name different ways people can pay for things. 	Lesson 2 Why keep track of money? To recognise how tracking money can help people make spending and saving decisions.	Lesson 3 What does budgeting mean? To recognise how a budget can help support spending choices. <ul style="list-style-type: none"> • Understand what a budget is. 	Lesson 4 What is value for money? To recognise how people decide if something is good value for money. <ul style="list-style-type: none"> • Explain what 'value for money' means. 	Lesson 5 What happens when people spend money? To recognise the impact of spending choices.

	<ul style="list-style-type: none"> Identify some advantages and disadvantages of different payment methods. Choose a suitable payment method for a situation and explain why. 	<ul style="list-style-type: none"> Record how much money has been spent or saved. Give examples of different ways people can keep track of money. Give reasons why it is important to keep track of money. 	<ul style="list-style-type: none"> Say whether spending choices are within budget. Describe how to stay within budget. 	<ul style="list-style-type: none"> Describe why people have different views on value for money. Decide what to buy in a situation and explain why. 	<ul style="list-style-type: none"> Identify what might influence someone to buy something. Identify whether a spending choice might impact people, the environment or both. Explain why a spending choice might impact people, the environment or both.
Year 5/6 Cycle A The Online World	<p>Lesson 1 How do online platforms keep users engaged? To understand how online platforms engage users and recognise ways to manage online activity.</p> <ul style="list-style-type: none"> Identify features of online platforms that keep users engaged. Explain why certain features keep users engaged. Suggest effective strategies to manage time online. 	<p>Lesson 2 How can I make safe choices if I'm gaming online? To recognise why some online gaming can be risky and how to make safe choices.</p> <ul style="list-style-type: none"> Identify features in online games that encourage people to keep playing or spend money. Suggest safe choices to make when playing online games. Recognise why online gambling sites are age restricted. 	<p>Lesson 3 Is online content always realistic? To analyse how online content can influence how people think and feel.</p> <ul style="list-style-type: none"> Identify when online content has been carefully chosen or edited. Give examples of how online content can influence how people think or feel. Suggest ways to manage my feelings relating to online content. 	<p>Lesson 4 & 5 What is harmful online behaviour? Does it matter what we post online? To recognise and respond to harmful online behaviours. To understand how what we share online can affect ourselves and others.</p> <ul style="list-style-type: none"> Identify different types of harmful online behaviour. Describe how online behaviours can affect people's feelings and wellbeing. Describe how to safely respond to harmful online behaviour. Recognise that online posts can spread and be hard to control. Explain how online behaviour can affect reputation. Suggest responsible choices when posting online. 	<p>Lesson 6 How does being online make me feel? To recognise the impact of online experiences on wellbeing and how to respond positively.</p> <ul style="list-style-type: none"> Assess how online experiences can affect people's feelings. Recognise how these feelings can influence behaviour. Suggest ways to manage my online use.

				Rule of Law Mutual Respect	
Year 5/6 Cycle B Citizenship – coming soon	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Summer Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1/2 Cycle A The online world	Lesson 1 What can we do online and how can we do it safely? To describe some things people can do online and how to use devices safely. <ul style="list-style-type: none"> Name devices that connect to the internet. Give examples of things people do online. Describe simple ways to stay safe when using a digital device. 	Lesson 2 Who can see information shared online? To understand that sharing information online means it can be seen by many people. <ul style="list-style-type: none"> Say what sharing online means. Recognise that many people might see something shared online. Recognise that people we do not know might see something shared online. 	Lesson 3 and 4 What is private information? How do I know if my private information has been shared? To recognise that private information should not be shared online. To identify when private information has been shared online. <ul style="list-style-type: none"> Identify examples of private information. Understand that private information should not be shared online. Recognise why private information should not be shared online. Identify when private information has been shared online. Recognise when someone has shared private information online. 	Lesson 5 Is everything we see online real? To understand that everything online is not real. <ul style="list-style-type: none"> Explain that people can choose what to share online. Spot if something online might not be real. Say what to do if I see information that is not real or pretend online. 	Lesson 6 What should I do if something online worries me? To explain what to do if something online worries me. <ul style="list-style-type: none"> Recognise when something online makes me feel worried or uncomfortable. Remember simple rules to keep me safe online. Describe what to do if I make a mistake online.

			<ul style="list-style-type: none"> • Suggest why it is unsafe to share private information online. • Say what to do if private information is shared online. 		
Year 1/2 Cycle B Staying safe	Lesson 1 What makes my body special? To understand that my body is special and belongs to me. <ul style="list-style-type: none"> • Give reasons why my body is special. • Say why it is important to look after myself. • Suggest ways to look after myself. 	Lesson 2 How can I keep my body safe? To recognise simple rules that help keep my body safe. <ul style="list-style-type: none"> • Give examples of the PANTS rules. • Recognise if touch is unsafe or unwanted. • Say what to do if someone breaks the PANTS rules. 	Lesson 3 and 4 How can I make safe choices at home? How can I stay safe in different places? To understand how to stay safe at home. To Identify how to stay safe in different places. <ul style="list-style-type: none"> • Identify some things that can be dangerous in the home. • Explain how some things could cause harm. • Recall the two safety rules: 'Stop. Do not touch. Tell an adult' and 'Ask a grown-up before using something.' • Notice dangers in different places. • Identify how these dangers could cause harm. • Recall simple safety rules to help keep me safe. 	Lesson 5 What can I do If I cannot find a trusted adult? To understand what to do if I cannot find my trusted adult. <ul style="list-style-type: none"> • Recall the 'stop, stay, ask' rule. • Role-play how to ask for help if I cannot find my trusted adult. • Tell a safe adult my name and who I am looking for. 	Lesson 6 How can I stay safe around water? To recognise how to stay safe around water. <ul style="list-style-type: none"> • Name different places where there is water. • Identify that water can be dangerous. • Recall simple rules to keep me safe around water.
Year 3/4 Cycle A The online World	Lesson 1 How can the internet be helpful and challenging?	Lesson 2 Is all online content appropriate for me?	Lesson 3 & 4 Why should we be careful what we trust online?	Lesson 5 How can we use multiple sources to check online information?	Lesson 6 Why should we question what we see online?

	<p>To recognise how the internet can be helpful and challenging.</p> <ul style="list-style-type: none"> Recognise how the internet can be helpful when searching for information. Describe how the internet can help us find information. Describe some challenges of using the internet to find information. 	<p>To recognise that not all online content is appropriate for children.</p> <ul style="list-style-type: none"> Recognise age restriction symbols and what they tell us. Give clear reasons why age restrictions exist. Describe what to do if I see something inappropriate or upsetting online. <p>Rule of Law</p>	<p>How can I check if online information is reliable?</p> <p>To recognise some online information can be misleading.</p> <p>To check whether online content is reliable.</p> <ul style="list-style-type: none"> Explain what misleading means. Give reasons why it is important to check online information. Spot examples of misleading information. 	<p>To evaluate multiple sources of online information.</p> <ul style="list-style-type: none"> Compare information from different online sources. Use more than one source to decide whether online information is reliable or to answer a question. Explain why checking multiple sources helps us know if something is true. 	<p>To recognise the importance of questioning online content.</p> <ul style="list-style-type: none"> Explain why questioning online information is important. Give examples of what can happen if people share misleading information. Identify tools to help check online information.
<p>Year 3/4 Cycle B Growing up Year 3 Spirituality</p>	<p>Lesson 1 What are my body boundaries? To explain what body boundaries are and how to communicate them.</p> <ul style="list-style-type: none"> Explain what body boundaries are. Ask for permission and know how to respond when someone asks me. Say what to do if something feels uncomfortable. 	<p>Lesson 2 (Y3) Spirituality How does listening to music make you feel?</p>	<p>Lesson 3 (Y3) Spirituality What are you good at?</p>	<p>Lesson 4 (Y3) Spirituality What fills me with awe and wonder?</p>	<p>Lesson 5 (Y3) Spirituality What is something that you believe in strongly?</p>
		<p>Lesson 2 (y4 only) How will I grow and change during puberty? To explore how bodies change during puberty.</p> <ul style="list-style-type: none"> Identify some physical changes that happen during puberty. Use correct terminology to talk about puberty changes. 	<p>Lesson 3 Which emotional changes could I experience when growing up? To explain how to manage emotions and feelings during puberty.</p> <ul style="list-style-type: none"> Recognise that emotions and feelings can change as we grow up. Identify common emotions and feelings during puberty. 	<p>Lesson 4 (Y4) What is a period? To explain what a period is and what happens when you have one.</p> <ul style="list-style-type: none"> Explain what a period is. Recognise that periods are a natural part of growing up for girls. Identify ways periods can be 	<p>Lesson 6 (y4) Who can I talk to about growing up and changes? To identify trusted adults and explain how they can help with worries about growing up and change.</p> <ul style="list-style-type: none"> Explain what a trusted adult is. Identify trusted adults I could talk to about growing up and change. Explain why it is important to ask a

		<ul style="list-style-type: none"> Recognise that everyone experiences puberty at different times. 	<ul style="list-style-type: none"> Suggest ways to manage strong emotions and feelings. 	managed and who to talk to for support.	trusted adult for help.
Year 5/6 Cycle A Staying Safe	Lesson 1 How can I stay safe at home on my own? To describe how to keep myself safe when I am at home without adult support. <ul style="list-style-type: none"> Identify hazards and risks at home. Explain why some everyday activities are riskier when I am home alone. Describe what to do if an accident or emergency happens at home. 	Lesson 2 How can I stay safe outside my home? To predict and plan for risks outside the home. <ul style="list-style-type: none"> Spot hazards outside the home and explain their risks. Explain how distractions can make situations less safe. Identify safe actions to take to respond to unsafe situations outside the home. 	Lesson 4 How can I stay safe in, on and around water? To manage risk in, on and around water by following the water safety code. <ul style="list-style-type: none"> Identify hazards in different water environments and explain their risks. Give examples from the water safety code. Suggest ways to stay safe in, on or around water. 	Lesson 5 How can I feel safe when I feel peer pressure? To recognise and respond to peer pressure. <ul style="list-style-type: none"> Explain what peer pressure is. Identify when peer pressure is happening in a situation. Suggest strategies to respond safely to peer pressure. Rule of Law	Lesson 6 How can I stay safe around drugs? To recognise the risks of drug misuse and how to make safe choices. <ul style="list-style-type: none"> Give some examples of legal and illegal drugs. Describe some risks and consequences of misusing drugs. Suggest strategies to avoid peer pressure involving drug misuse. Rule of Law
Year 5/6 Cycle B Sex Education	Lesson 1 Which words can we use to describe the private body parts? To use the correct scientific vocabulary to name private body parts respectfully. <ul style="list-style-type: none"> Say the correct scientific vocabulary for the private body parts. Explain why it is important to use the correct scientific vocabulary when 	Lesson 2 How are babies made? To describe how a baby is used using scientific vocabulary. <ul style="list-style-type: none"> Name the parts of the body where the baby grows. Explain the process of conception. Use respectful and accurate language to discuss conception. 	Lesson 3 What happens in pregnancy when babies are born? To understand the stages of pregnancy and the different ways babies are born. <ul style="list-style-type: none"> Order the different stages of pregnancy. Describe how a foetus changes during pregnancy. Recall different ways a baby can be born. 	Lesson 4 How are families Formed? To recognise that families can be formed in different ways. <ul style="list-style-type: none"> Describe what makes a family special. Recognise the differences and similarities in families. Explain the different ways families can be made. Mutual Respect	Lesson 5 How does life change after having a baby? To consider some of the responsibilities of having a baby. <ul style="list-style-type: none"> List what babies need. Recognise how caring for a baby affects daily life. Identify where parents or carers can get support.

	describing private body parts. <ul style="list-style-type: none"> • Ask questions safely and respectfully. 			Rule of Law	Lesson 6 What is consent? To understand what consent means. <ul style="list-style-type: none"> • Explain what consent means and why it is important. • Recognise when someone has and has not given consent. • Say what the legal age of consent is in the UK. Mutual Respect Rule of Law
--	---	--	--	-------------	---

What do 'British values' mean?

According to DfE, 'fundamental British values' comprise:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

British values refer to a set of principles that are considered integral to life in the United Kingdom, fostering a safe and inclusive society.

a. Democracy: The belief that everyone has a voice and the right to participate in the democratic process.

b. The Rule of Law: The importance of law in governing society and the belief that laws should apply equally to everyone.

c. Individual Liberty: Supporting the freedom of individuals to enjoy their personal rights and freedoms without infringing on the rights of others.

d. Mutual Respect and Tolerance: Encouraging an attitude of mutual respect and tolerance towards those with different faiths, beliefs, and lifestyles.