

Early Years/Foundation		National Curriculum target links:  SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
<b>Health and Wellbeing</b>	<b>My identity and skills</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about where they live and belong and what they can do</li> </ul> Children should: <ul style="list-style-type: none"> <li>be aware of themselves and their skills</li> </ul>	<b>Self awareness</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about feelings and goals</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to set a target for themselves</li> </ul>	<b>Developing skills</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about how they are improving</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to talk about growing</li> </ul> <b>Keeping well and clean</b> <b>Healthy and safe</b> Children will learn: <ul style="list-style-type: none"> <li>about basic hygiene</li> </ul> Children should: <ul style="list-style-type: none"> <li>know how to keep themselves clean</li> </ul>	
<b>Relationships</b>	<b>Safe and unsafe</b> <sup>SG</sup> <b>Healthy and safe</b> Children will learn: <ul style="list-style-type: none"> <li>who keeps them safe and how</li> <li>about what is safe and unsafe</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to talk about how to keep safe</li> </ul>	<b>Friendship</b> <b>Anti-bullying</b> <b>Emotional Health</b> <b>Values</b> Children will learn: <ul style="list-style-type: none"> <li>what friends are</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>be able to talk about what makes a good friend</li> <li>recognise how their behaviour affects other people</li> </ul>	<b>Special people</b> <b>Emotional Health</b> <b>Values</b> Children will learn: <ul style="list-style-type: none"> <li>who are special people and that everyone's are different</li> <li>more about how people feel</li> </ul> Children should: <ul style="list-style-type: none"> <li>recognise similarities and differences in families</li> </ul>	
<b>Living in the Wider World</b>	<b>Keeping safe</b> <b>Healthy and safe</b> <b>Citizenship / British Values – participation, rights &amp; responsibilities</b>	<b>Accidents and prevention</b> <b>Healthy and safe</b> Children will learn: <ul style="list-style-type: none"> <li>what accidents are</li> </ul>	<b>More co-operative learning</b> <b>Citizenship / British Values – participation, sense of community</b> Children will learn:	

# Early Years/Foundation

National Curriculum target links:

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Healthy and safe

Anti-bullying

Values – inc. diversity and equal opportunities

Emotional Health

Citizenship / British Values

Core Theme	Autumn Term	Spring Term	Summer Term
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about how to co-exist and be helpful</li> <li>• what 'privacy' means and about their right to keep some things 'private' <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to say why we need rules and give some examples</li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• understand about safe and unsafe places to play <sup>SG</sup></li> </ul> <p><b>Co-operative skills</b>            Citizenship / British Values – democracy and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about rules for games and who makes them</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to take part in a class vote</li> </ul>	<ul style="list-style-type: none"> <li>• how to contribute to the life of the classroom</li> <li>• to help construct, and agree to follow, group and class rules and to understand how these rules help them <sup>SG</sup></li> </ul> <p>Children should: participate in co-operative learning games -</p> <ul style="list-style-type: none"> <li>• that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• that they belong to various groups and communities such as family and school</li> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>

Key Stage 1: Year 1		National Curriculum target links:  SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	<p><b>Awareness of feelings</b> Emotional Health – self esteem/awareness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>How to tell how people are feeling</li> <li>What ‘privacy’ means SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to show some self-awareness</li> </ul> <p><b>Keeping well and clean</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to keep themselves clean and how to brush their teeth effectively</li> </ul>	<p><b>Parts of the body</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about their bodies and how they work</li> <li>about the similarities and differences between boys and girls</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name the main parts of the body (including external genitalia) SG</li> </ul> <p><b>Growing and changing</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about what happens as things grow</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe some elements of the growth cycle</li> </ul>	<p><b>Feeling unsure</b> Healthy and safe Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly</li> <li>about feeling worried</li> <li>about their right to keep things some ‘private’ SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to protect themselves</li> </ul>	
	Relationships	<p><b>Who are our friends?</b> Emotional Health – self awareness Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of friends , including grown-ups</li> <li>the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises SG</li> <li>the importance of respecting others’ privacy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about good and not so good feelings SG</li> <li>be able to talk about friends</li> </ul>	<p><b>Losing and finding</b> Emotional Health – self esteem</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what happens when things get lost or change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends)</li> </ul>	<p><b>Memories and growing up</b> Emotional Health – self esteem Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about special memories</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>make a memory box and choose contents</li> </ul>

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		SG = contributes to safeguarding		
Core Theme	Autumn Term	Spring Term	Summer Term	
	<ul style="list-style-type: none"> <li>begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings <sup>SG</sup></li> </ul>			
<b>Living in the Wider World</b>	<p><b>Persuasion /reality</b>  <b>Emotional Health</b>  <b>Anti-bullying</b>  <b>Citizenship - responsibilities</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about differences between fantasy and reality</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the difference between these</li> </ul> <p><b>Being different</b>  <b>Values – diversity and equal opportunities</b>  <b>Citizenship / British Values – sense of community</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about other people’s opinions and views</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to construct a simple survey</li> </ul>	<p><b>Sustainable development</b>  <b>Citizenship / British Values</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the environment</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>take part in a class recycling activity</li> </ul>	<p><b>Looking after myself</b>  <b>Citizenship / British Values – world of work</b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about road safety and who helps us keep safe <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand the role of the emergency services <sup>SG</sup></li> </ul>	

# Key Stage 1: Year 2

National Curriculum target links:

SG = contributes to safeguarding

Healthy and safe

Anti-bullying

Values – inc. diversity and equal opportunities

Emotional Health

Citizenship / British Values

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Healthy people</b> <b>Healthy and safe</b> Children will learn: <ul style="list-style-type: none"> <li>about what healthy people do. This should include learning about the benefits of rest and exercise.</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to describe the components of a healthy day</li> <li>be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences SG</li> <li>research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> </ul>	<b>About my body</b> <b>Emotional Health – self esteem</b> Children will learn: <ul style="list-style-type: none"> <li>more about parts of the body and how the body works SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to show understanding of key bodily functions SG</li> </ul> <b>Keeping fit</b> <b>Healthy and safe</b> Children will: <ul style="list-style-type: none"> <li>learn about exercise and what makes places healthy</li> <li>begin to learn how to make real, informed choices that improve their physical and emotional health SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>plan and carry out a programme of exercise</li> </ul>	<b>Mums and babies – how we grew</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about babies and birth</li> <li>about the process of growing from young to old</li> <li>how people’s needs change and responsibilities that increasing independence may bring SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>if possible bring in photographs of themselves / their parents/carers at different stages from birth till now.</li> </ul> <b>Healthy eating</b> <b>Healthy and safe</b> Children will learn: <ul style="list-style-type: none"> <li>about what food is healthy</li> </ul> Children should: <ul style="list-style-type: none"> <li>use their learning to plan a healthy lunchbox</li> </ul>
	<b>Relationships</b>	<b>Same and different – being truthful</b> <b>Emotional Health</b> <b>Anti-bullying</b> Children will learn: <ul style="list-style-type: none"> <li>about truth and lies SG, and more about diversity</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to show what constitutes a good friend</li> </ul> recognise what is fair and unfair, kind and unkind, what is right and wrong <b>Coping with conflict</b> <b>Emotional Health</b>	<b>Making and breaking friendships</b> <b>Emotional Health</b> <b>Values</b> Children will learn: <ul style="list-style-type: none"> <li>about when friendships break up, or people move away</li> </ul> Children should: <ul style="list-style-type: none"> <li>understand about the feelings associated with this SG</li> </ul> <b>Variety of relationships</b> <b>Emotional Health</b> <b>Values</b> <b>Healthy and safe</b>

# Key Stage 1: Year 2

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

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Values – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
	<p><b>Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about teasing and bullying SG</li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable SG</li> <li>the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities SG</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know why this is wrong and how to get help. SG</li> <li>recognise when people are being unkind either to them or others, how to respond, who to tell and what to say SG</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention SG, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' SG</li> <li>know what 'privacy' means SG</li> </ul>	<ul style="list-style-type: none"> <li>to set simple but challenging goals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to learn from their experiences</li> <li>be able to recognise and celebrate their strengths</li> </ul> <p><b>Personal Safety</b></p> <p>Healthy and safe</p> <p>Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about who to talk to if they have concerns, questions or worries SG</li> <li>about the things they should not keep 'private'; SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know the difference between secrets and surprises and understanding not to keep adults' secrets SG</li> </ul>
<p><b>Living in the Wider World</b></p>	<p><b>Money and shopping</b></p> <p>Citizenship / British Values – financial capability</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about money and spending</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to role-play simple financial transactions</li> </ul>	<p><b>Our school community</b></p> <p>Citizenship / British Values – sense of community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>rules for and ways of keeping physically and emotionally safe SG (including road safety, cycle safety (through bikeability programme))</li> </ul>	<p><b>Special days</b></p> <p>Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about a range of festivals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>demonstrate this learning at an assembly or display</li> </ul>

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National Curriculum target links:

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Emotional Health

Citizenship / British Values

# Key Stage 2: Year 3

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

SG = contributes to safeguarding

Values – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>Emotions and feelings –(looking at pressure)</b>  <b>Emotional Health</b>  <b>Anti-bullying</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• how to deal with feelings, how to cope with pressure <sup>SG</sup></li> <li>• what positively and negatively affects their physical, mental and emotional health <sup>SG</sup> (including the media)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• know who they can talk to if they are beginning to feel pressured <sup>SG</sup></li> </ul> <p><b>Keeping safe</b>  <b>Healthy and safe</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• about risks they may face <sup>SG</sup></li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to describe what risk is and how this may affect decisions <sup>SG</sup></li> </ul>	<p><b>Feeling sad and making choices</b>  <b>Emotional Health – self awareness</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) <sup>SG</sup></li> <li>• about critical thinking and decision making</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) <sup>SG</sup></li> <li>• know about their right to keep certain things ‘private’</li> <li>• be able to write about feelings <sup>SG</sup></li> </ul> <p><b>Relationship and sex Education</b>  <b>Healthy and safe</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• about gender, growing and reproducing</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be aware of differences and reproductive processes</li> </ul>	<p><b>Accidents and prevention</b>  <b>Healthy and safe</b>  <b>Citizenship / British Values – rights and responsibilities</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• about outdoor places and how to behave responsibly</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• produce a display on outdoor risks</li> </ul> <p><b>Drug Education</b>  <b>Healthy and safe</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• about medicines and everyday drugs and how to deal with unhelpful pressure <sup>SG</sup></li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to ask for help or assistance <sup>SG</sup></li> </ul>
	Relationships	<p><b>Looking after others</b>  <b>Citizenship / British Values – rights and responsibilities</b>  <b>Emotional Health</b>                      Children will learn:</p>	<p><b>Families who live far away</b>  <b>Values – diversity</b>                      Children will learn:</p> <ul style="list-style-type: none"> <li>• about extended families</li> </ul>



# Key Stage 2: Year 3

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

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Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> <li>about behaving responsibly <sup>SG</sup></li> <li>the importance of respecting others' privacy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have looked after a toy pet, and recorded this</li> <li>be able to talk about feelings <sup>SG</sup></li> <li>recognise and respond appropriately to a wider range of feelings in others</li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>be able to discuss issues for families living overseas</li> </ul> <p><b>Healthy relationships</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise ways in which a relationship can be unhealthy and who to talk to if they need support <sup>SG</sup></li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>conduct an interview</li> </ul> <p><b>Peer influence/pressure</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources <sup>SG</sup>, including people they know and the media</li> <li>the responsible use of mobile phones and safe user habits (time limits, use of passcode, turning it off at night etc.) <sup>SG</sup></li> <li>how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe how to deal with unhelpful pressure <sup>SG</sup></li> <li>be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. <sup>SG</sup></li> </ul>
<b>Living in the Wider World</b>	<p><b>Councillors –what do they do?</b> Citizenship / British Values – rights and responsibilities, democracy and government</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>why and how rules and laws that protect themselves and others are made and enforced, <sup>SG</sup> why different rules are</li> </ul>	<p><b>Where do things come from?</b> Citizenship / British Values – sustainable development, environment</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about sources of products and Fairtrade</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to debate about ethics</li> </ul> <p><b>Me and my community?</b></p>	<p><b>Our ideal community</b> Citizenship / British Values – sense of community, participation, world of work</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how community facilities work</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce a map of the community</li> </ul>

# Key Stage 2: Year 3

National Curriculum target links:

Healthy and safe

Emotional Health

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	<p>needed in different situations and how to take part in making and changing rules</p> <ul style="list-style-type: none"> <li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>about school and local democracy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show an understanding of the role of a school councillor</li> <li>resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul>	<p><b>Citizenship / British Values</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> </ul>	

# Key Stage 2: Year 4

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

Values – inc. diversity and equal opportunities

SG = contributes to safeguarding

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>Healthy eating</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what food is healthy and why</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to design a series of healthy menus and compare these with each other and the food offered in school</li> </ul> <p><b>Sex Education</b> Emotional Health – self awareness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how their body will change as they approach and move through puberty SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to recognise changes to their own bodies</li> <li>be able to manage requests for images of themselves or others and realise what is appropriate and inappropriate SG</li> </ul>	<p><b>Drug education</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the effects of smoking and how to make safe decisions SG</li> </ul> <p><b>Decision making</b> Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the effects of smoking and how to make safe decisions SG</li> <li>begin to understand the concept of a ‘balanced lifestyle’</li> </ul> <p><b>Strong feelings</b> Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about strong feelings and mood swings SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express these feelings in writing SG</li> </ul>	<p><b>Relationship and sex education</b> Healthy and safe</p> <p>Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the emotional changes they may experience during puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand how they will begin to change</li> </ul> <p><b>Rights and responsibilities</b> Emotional Health Citizenship / British Values – rights and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about types of behaviour and their consequences</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to give examples of right and wrong</li> <li>know what ‘privacy’ means and about the importance of keeping things certain things ‘private’ and what not to keep private. SG</li> <li>know the importance of respecting others’ privacy</li> <li>recognise that their increasing independence brings increased responsibility to keep themselves and others safe SG</li> </ul>
<b>Relationships</b>	<p><b>Types of relationship</b> Healthy and safe Emotional Health – self awareness Values</p>	<p><b>Persuasion and pressure</b> Anti-bullying</p> <p>Children will learn:</p>	<p><b>Exclusion/inclusion</b> Anti-bullying Emotional Health</p> <p>Children will learn:</p>

# Key Stage 2: Year 4

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

SG = contributes to safeguarding

Values – inc. diversity and equal opportunities

Core Theme	Autumn Term	Spring Term	Summer Term
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of relationships including friends and families, civil partnerships and marriage</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand that there are a variety of relationships</li> </ul> <p><b>Loss and separation</b> Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how it feels to lose someone</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to identify who can help them with difficult feelings SG</li> </ul>	<ul style="list-style-type: none"> <li>that their actions affect themselves and others SG</li> <li>about the concept of ‘keeping something confidential or secret’ SG, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to judge what kind of physical contact is acceptable or unacceptable and how to respond SG</li> <li>be able to demonstrate some basic techniques for resisting pressure SG</li> </ul>	<ul style="list-style-type: none"> <li>about equal opportunities and their importance</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show understanding of difference including disability</li> <li>recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>deepen their understanding of good and not so good feelings SG, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> </ul>
<p><b>Living in the Wider World</b></p>	<p><b>Media and the community</b> Citizenship / British Values - participation, world of work, media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how the media influences decisions SG</li> </ul> <p>Children should:</p>	<p><b>Persuasion and pressure</b> Anti-bullying Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about sources of persuasion including the media SG</li> </ul> <p>Children should:</p>	<p><b>Fundraising activities</b> Citizenship / British Values – financial capability, rights and responsibilities, participation, world of work Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what voluntary agencies do</li> </ul> <p>Children should:</p>

Key Stage 2: Year 4		National Curriculum target links: SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
	<ul style="list-style-type: none"> <li>be able to hold a debate on a topical issue</li> </ul>	<ul style="list-style-type: none"> <li>be able to recognise some persuasive media tactics e.g. on television adverts <sup>SG</sup></li> </ul> <p><b>Recycling project</b>            Citizenship / British Values – sustainable development, environmental participation            Children will learn:</p> <ul style="list-style-type: none"> <li>more about the local community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain what can be recycled in their “local” recycling bins</li> </ul> <p><b>Me in the Wider World</b>            Healthy and safe            Citizenship / British Values - media literacy            Children will learn:</p> <ul style="list-style-type: none"> <li>the importance of protecting personal information, including passwords, addresses and images <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>deepen their understanding of risk by recognising, predicting and assessing risks in different situations <sup>SG</sup> and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>design posters and materials to reflect this learning</li> </ul>	<ul style="list-style-type: none"> <li>plan and undertake a simple fundraising project</li> <li>reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> </ul>	

# Key Stage 2: Year 5

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

Values – inc. diversity and equal opportunities

<sup>SG</sup> = contributes to safeguarding

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<b>Healthy lifestyles</b> Healthy and safe Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> <li>about how their own lifestyle contributes to health <sup>SG</sup></li> <li>what is meant by the term ‘habit’ and why habits can be hard to change</li> <li>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers <sup>SG</sup></li> </ul> Children should: <ul style="list-style-type: none"> <li>conduct a local survey to understand more about eating habits</li> </ul>	<b>Gender differences and puberty</b> Healthy and safe Children will learn: <ul style="list-style-type: none"> <li>about development from birth and specific body parts <sup>SG</sup></li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to name these parts and understand their function <sup>SG</sup></li> </ul> <b>Drug education</b> Healthy and safe Children will learn: <ul style="list-style-type: none"> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety <sup>SG</sup>, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>about alcohol, attitudes to drugs and making safe decisions in situations involving drugs <sup>SG</sup></li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations <sup>SG</sup></li> </ul>	<b>Sex Relationship Education</b> Healthy and safe Children will learn: <ul style="list-style-type: none"> <li>about human reproduction <sup>SG</sup></li> </ul> Children should: <ul style="list-style-type: none"> <li>realise that human reproduction is an adult activity <sup>SG</sup></li> </ul> <b>Setting personal goals</b> Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> <li>how to set goals and targets for themselves</li> </ul> Children should: <ul style="list-style-type: none"> <li>produce a personal plan</li> </ul> <b>Personal Safety</b> Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> <li>about situations which could cause them personal risk <sup>SG</sup></li> <li>that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child <sup>SG</sup></li> <li>that these universal rights are there to protect everyone and primacy over national law and family and community practices <sup>SG</sup></li> </ul> Children should: <ul style="list-style-type: none"> <li>develop strategies for keeping physically and emotionally safe including road</li> </ul>

Key Stage 2: Year 5		National Curriculum target links: SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
			safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) SG <ul style="list-style-type: none"> <li>know what is meant by ‘privacy’</li> <li>know that they have a right to keep things ‘private’;</li> <li>the importance of respecting others’ privacy</li> </ul>	
<b>Relationships</b>	<b>Relationships</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>more about a range of issues that can affect families</li> <li>about change, including transitions loss, separation, divorce and bereavement SG</li> <li>how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>be aware of some of the problems families/parents can face</li> </ul>	<b>Coping with bullying</b> <b>Anti-bullying</b> <b>Emotional Health</b> Children will learn: <ul style="list-style-type: none"> <li>about how to deal with bullies SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>use role-play or other to demonstrate techniques they have learnt SG</li> </ul>	<b>Being left out</b> <b>Anti-bullying</b> Children will learn: <ul style="list-style-type: none"> <li>how it feels to be excluded or discriminated against SG</li> <li>the responsible use of mobile phones: safe keeping and who to talk to if they feel uncomfortable or concerned by requests for personal images, or images of others. SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to describe how this feels SG</li> </ul>	
<b>Living in the Wider World</b>	<b>Stereotypes and changing</b> <b>Emotional Health</b> <b>Values</b> Children will learn: <ul style="list-style-type: none"> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> </ul>	<b>Democracy simulation</b> <b>Citizenship / British Values – democracy and government</b> Children will learn: <ul style="list-style-type: none"> <li>about how local democracy works</li> </ul> Children should: <ul style="list-style-type: none"> <li>use a simulation to develop understanding of democracy</li> </ul> <b>Diversity</b>	<b>Global community project – Refugee Week</b> <b>Citizenship / British Values – sustainable development</b> <b>Values- diversity</b> Children will learn: <ul style="list-style-type: none"> <li>about issues facing refugees, particularly in their local community SG</li> </ul> Children should: <ul style="list-style-type: none"> <li>produce materials for Refugee Week for the school</li> </ul>	

# Key Stage 2: Year 5

National Curriculum target links:

SG = contributes to safeguarding

Healthy and safe

Anti-bullying

Values – inc. diversity and equal opportunities

Emotional Health

Citizenship / British Values

Core Theme	Autumn Term	Spring Term	Summer Term
	<p>(see 'protected characteristics' in the Equality Act 2010)</p> <ul style="list-style-type: none"> <li>about images and stereotypes SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be aware of the need to challenge these SG</li> </ul> <p><b>Money and saving</b>            Citizenship / British Values – financial capability, work</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about saving and spending</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>run a simple marketing project in teams</li> </ul>	<p><b>Values- diversity</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the lives of people living in other places, and people with different values and customs SG</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate the range of national, regional, religious and ethnic identities in the United Kingdom SG</li> </ul>	<p><b>Working together</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how they can work together to bring about change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns SG, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>work collaboratively towards shared goals to develop strategies SG 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</li> <li>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) SG</li> </ul>



# Key Stage 2: Year 6

National Curriculum target links:

Healthy and safe

Emotional Health

Anti-bullying

Citizenship / British Values

SG = contributes to safeguarding

Values – inc. diversity and equal opportunities

Key Stage 2: Year 6		National Curriculum target links:  SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Relationships	<p><b>Conflict resolution</b> <b>Emotional Health</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with conflicts as they arise</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to suggest strategies for handling conflict <sup>SG</sup></li> <li>be able to recognise and manage ‘dares’ <sup>SG</sup></li> <li>be able to recognise how “peer acceptance” may be influential in their actions and behaviours <sup>SG</sup></li> </ul> <p><b>Secrets and dilemmas</b> <b>Values</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about handling moral dilemmas and when to tell <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding through role-play or other <sup>SG</sup></li> </ul>	<p><b>Arguments and families</b> <b>Emotional Health</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about how families behave</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that reaching positive solutions usually involves negotiation and compromise <sup>SG</sup></li> </ul> <p><b>Strong emotions</b> <b>Emotional Health</b> Children will learn:</p> <ul style="list-style-type: none"> <li>what is appropriate and inappropriate <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them <sup>SG</sup></li> <li>be able to express what it means to be in charge</li> </ul>	<p><b>Relationship and sex education – what do we mean by love?</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about parenting and love <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate there are different types of love e.g. parental love, partner love, friendship love etc. <sup>SG</sup></li> <li>be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so <sup>SG</sup></li> </ul> <p><b>Racism and its consequences</b> <b>Values – diversity and equal opportunities</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about aggressive behaviour <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about bullying and racism <sup>SG</sup></li> </ul>	
	<p><b>Living in the Wider World</b></p> <p><b>Citizenship challenge / our neighbours</b> <b>Citizenship / British Values – sense of community</b> Children will learn:</p> <ul style="list-style-type: none"> <li>more about people in their community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</li> </ul> <p><b>Money and Me</b> <b>Citizenship / British Values – financial capability, rights and responsibilities world of work</b></p>	<p><b>Democracy and decisions</b> <b>Citizenship / British Values</b> Children will learn:</p> <ul style="list-style-type: none"> <li>learn about government and parliament</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding via letter writing</li> <li>understand the importance of respecting others’ privacy</li> </ul>	<p><b>Celebration – supporting each other</b> <b>Citizenship / British Values – sense of community</b> <b>Healthy and safe</b> Children will learn:</p> <ul style="list-style-type: none"> <li>about the people who are responsible for helping them stay healthy and safe <sup>SG</sup> and ways that they can help these people about supporting each other</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce a Year 4 resource</li> </ul> <p><b>Racism and its consequences</b></p>	

# Key Stage 2: Year 6

National Curriculum target links:

SG = contributes to safeguarding

Healthy and safe

Anti-bullying

Values – inc. diversity and equal opportunities

Emotional Health

Citizenship / British Values

Core Theme	Autumn Term	Spring Term	Summer Term
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer</li> <li>• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• about enterprise and the skills that make someone ‘enterprising’</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) <sup>SG</sup></li> <li>• explore and critique <sup>SG</sup> how the media present information</li> <li>• structure and conduct interviews and compare results</li> </ul>		<p>Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• that actions have consequences – <sup>SG</sup> emotionally as well as physically and that bullying and racist behaviours are wrong</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• understand about bullying and racism <sup>SG</sup></li> </ul>