



**Through our Christian Values -  
Friendship, Compassion, Trust  
and Respect:**

**We Encourage, Build & Hope  
together...no one left behind.**

Based on 1 Thessalonians 5-11



# PSHE

## Curriculum Map

# 1. INTENT



## Six underlying attributes at the heart of Sproatley's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is coherently **sequenced** and planned so that pupils know more, do more and remember more.

Our curriculum is **ambitious** and inspiring. It gives all our children the opportunity to achieve academically whilst encouraging interests and talents.

Our curriculum serves to **connect**; it addresses the physical, mental, spiritual, cultural and intellectual needs of our children in a meaningful way.

We teach a **diverse** curriculum by committing to diversity; our teachers and teaching ensure that all pupils feel positively represented and included.

Our curriculum is an **inclusive** one which addresses the needs of all pupils so that they can achieve.



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# 2. Implementation



We follow the same thematic units across the school. Each year is structured as below. Units are different each year to allow for mixed-age class teaching.

## Autumn term

### Health and wellbeing

Physical health and wellbeing

Keeping safe

## Spring term

### Relationships

Safe relationships

Families and friendships

Respecting ourselves and others

## Summer term

### Living in the Real World

Belonging to a community

Media Literacy and Digital Resilience

Money and work

**Health and wellbeing- growing and changing**

## Unit Title

**Physical Health and Mental Wellbeing** - Keeping healthy, eating healthy food and exercising. Healthy hygiene routines and sun safety.

**Keeping Safe** - How rules and age restrictions help keep us safe. Online safety.

**Safe Relationships** - Recognising privacy, staying safe and seeking permission.

**Families and Friendships** - Roles of different people. What different families look like. What it feels like to be cared for.

**Respecting Ourselves and Others** - How behaviour affects others. Being polite and respectful.

**Belonging to a Community** - Knowing what rules are. Caring for others' needs. Looking after the environment.

**Media Literacy and Digital Resilience** - Using the internet and digital devices. Safely communicating online.

**Money and Work** - What strengths and interests are. Different jobs in the community.

**Growing and changing** - Recognising what makes them special and unique. Managing feelings and when things go wrong.

### Unit Title

**Physical Health and Mental Wellbeing** - Why sleep is important. What medicines and keeping healthy means. Keeping our teeth healthy. Managing feelings and asking for help.

**Keeping Safe** - Safety in different environments. Recognising risks and safety at home. How to deal with emergencies.

**Safe Relationships** - Managing secrets. Resisting pressure and getting help when needed. Recognising hurtful behaviour.

**Families and Friendships** - Making friends. Feeling lonely and getting help.

**Respecting Ourselves and Others** - Recognising things in common and differences. Playing and working cooperatively. Sharing opinions respectfully.

**Belonging to a Community** - Belonging to a group. Roles and responsibilities in the community. Being the same and different in the community.

**Media Literacy and Digital Resilience** - Using the internet in everyday life. Online content and information.

**Money and Work** - What money is. Differences between needs and wants. Looking after money.

**Growing and changing** - Growing older. Naming body parts including private areas. Moving class or year.

# 3. LKS2 UNITS – Year A



## Unit Title

**Physical Health and Mental Wellbeing** - Healthy choices and habits. What affects our feelings. Appropriately expressing feelings.

**Keeping Safe** - Recognising and handling risks and hazards. Safety in the local environment and unfamiliar places.

**Safe Relationships** - Establishing and respecting personal boundaries. Safely responding to others. The impact of hurtful behaviour.

**Families and Friendships** - What makes a family. Features of family life.

**Respecting Ourselves and Others** - Recognising respectful behaviour. The importance of self-respect. Showing courtesy and being polite.

**Belonging to a Community** - The value of rules, laws, rights, freedoms and responsibilities.

**Media Literacy and Digital Resilience** - How the internet is used. Assessing information online.

**Money and Work** - Different jobs and skills, job stereotypes and setting personal goals.

**Growing and changing** - Personal strengths and achievements. Managing and reframing setbacks.

# 3. LKS2 UNITS – Year B



## Unit Title

**Physical Health and Mental Wellbeing** - Maintaining a balanced lifestyle. Oral hygiene and dental care.

**Keeping Safe** - Medicines and household products. Drugs common to everyday life.

**Safe Relationships** - Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.

**Families and Friendships** - Understanding positive relationships including online.

**Respecting Ourselves and Others** - Respecting similarities and differences. Discussing differences sensitively.

**Belonging to a Community** - What makes a community. Shared responsibility.

**Media Literacy and Digital Resilience** - How data is shared and used.

**Money and Work** - Making decisions about money. Using and keeping money safe.

**Growing and changing** - Physical and emotional changes in puberty. Identifying external genitalia. Knowing personal hygiene routines. Knowing where to find support with puberty.

## Unit Title

**Physical Health and Mental Wellbeing** - Identifying healthy sleeping habits, sun safety, medicines, vaccinations, immunisations and allergies.

**Keeping Safe** - Keeping safe in different situations, including responding in emergencies and first aid.

**Safe Relationships** - Physical contact and feeling safe.

**Families and Friendships** - Managing friendships and peer influences.

**Respecting Ourselves and Others** - Responding respectfully to a wide range of people. Recognising prejudice and discrimination.

**Belonging to a Community** - Protecting the environment. Showing compassion to others.

**Media Literacy and Digital Resilience** - How information online is targeted. Recognising different media types, their role and impact.

**Money and Work** - Identifying job interests and aspirations. What influences people's' career choices. Identifying workplace stereotypes.

**Growing and changing** - Personal identity, recognising individuality and different qualities and mental wellbeing.

## Unit Title

**Physical Health and Mental Wellbeing** - What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.

**Keeping Safe** - Keeping personal information safe. Regulations and choices. Drug use, the law and drugs in the media.

**Safe Relationships** - Recognising and managing pressure. Consent in different situations.

**Families and Friendships** - Attraction to others. Romantic relationships, civil partnership and marriage.

**Respecting Ourselves and Others** - Expressing opinions and respecting other points of view, including discussing topical issues.

**Belonging to a Community** - Valuing diversity, challenging discrimination and stereotypes.

**Media Literacy and Digital Resilience** - Evaluating media sources. Sharing things online.

**Money and Work** - Influences and attitudes towards money. Financial risks.

**Growing and changing** - Human reproduction and birth. Increasing independence and managing transitions.

## Health and Wellbeing

### Unit 1 – Physical Health and Mental Wellbeing

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Unit 2 – Keeping Safe

- Negotiate space and obstacles safely, with consideration for themselves and others
- Explain the reasons for rules, know right from wrong and try to behave accordingly

### Unit 3 – Growing and Changing

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Due to the nature of Early Years, learning opportunities are incidental, child led and as a result of responding to individual needs. Therefore, topics will be covered at various times within the year.

## Relationships

### Unit 4 – Safe Relationships

- Form positive attachments to adults and friendships with peers
- Work and play cooperatively and take turns with others

### Unit 5 – Families and Friendships

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

### Unit 6 – Respecting Ourselves and Others

- Show sensitivity to their own and to others' needs
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Due to the nature of Early Years, learning opportunities are incidental, child led and as a result of responding to individual needs. Therefore, topics will be covered at various times within the year.

## Living in the Real World

### Unit 7 – Belonging to a Community

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- Talk about the lives of the people around them and their roles in society

### Unit 8 – Media Literacy and Digital Resilience

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### Unit 9 – Money and Work

- Beginning to use everyday language related to money

Due to the nature of Early Years, learning opportunities are incidental, child led and as a result of responding to individual needs. Therefore, topics will be covered at various times within the year.

## Unit 1 – Physical health and mental wellbeing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Diet, Exercise, Goal, Growth Mindset, Healthy, Unhealthy, Physical activity, Relaxation, Skill, Strengths, Sun Cream, Sun Safety, Hygiene</p> <p><a href="#">Food for thought</a></p> <p><a href="#">Keeping safe: sun safety</a></p> <p><a href="#">Health education</a></p>	<ul style="list-style-type: none"> <li>● Understand what it means to be healthy and why it is important</li> <li>● Identify ways to take care of themselves on a daily basis</li> <li>● Understand basic hygiene routines, e.g. hand washing</li> <li>● Recognise how physical activity keeps people healthy</li> <li>● Identify healthy and unhealthy foods (e.g. sugar intake)</li> <li>● Recognise people who can help us to stay healthy (parents, doctors, nurses, dentists)</li> <li>● Know how to keep safe in the sun</li> <li>● Recognise different types of play, including indoor, outdoor and screen-based play</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<p>I can explain what it means to be healthy and why this is important</p>	<p>I can identify ways to take care of myself including basic hygiene routines</p> <p>*Bring different products in for the children to look at and analyse.</p>	<p>I can explain how physical activity keeps people healthy</p> <p>*Recognise different types of play – which are the most healthy?</p>	<p>I can identify healthy and unhealthy foods</p> <p>*Foods which can be eaten regularly or occasionally</p>	<p>I can identify people who can help us to stay healthy</p>	<p>I can explain how to stay safe in the sun</p> <p>*Show different products and discuss effectiveness of different hats etc. Which clothing is appropriate?</p>

## Unit 2 – Keeping safe

### Key Vocabulary

Polite, Respect, Role, Trust, Rules, Safe, Online

### Outcomes

- Realise how rules can help to keep us safe
- Know why some things have age restrictions (e.g. toys, games, films, play areas)
- Understand basic rules for keeping safe online
- Know who to tell if you see something online that makes you feel unhappy, worried or scared

### **Lesson One**

I can explain that rules help to keep us safe

### **Lesson Two**

I can identify some basic rules for keeping safe online.

### **Lesson Three**

I can explain why some things have age restrictions

I can explain who to tell if I have concerns about what I see online

\*Give children sentences stems – **how** do they tell someone?

## Unit 3 – Safe relationships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Physical contact, Polite, Respect, Role, Trust, Consent, Touch, Private, Secret</p> <p><a href="#">Consent lesson pack</a></p>	<ul style="list-style-type: none"> <li>● Identify situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>● Know what it means to keep something private, including parts of the body that are private</li> <li>● Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>● Know how to respond if being touched makes us feel uncomfortable or unsafe</li> <li>● Know when it is important to ask for consent to touch others</li> <li>● Know how to ask for and give/not give permission</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can identify situations when somebody’s body or feelings might be hurt</p>	<p>I can identify different types of touch and how they make people feel</p>	<p>I can explain what consent means</p> <ul style="list-style-type: none"> <li>*Know when to get consent</li> <li>*Know how to ask for and give/not give permission – please stop, I do not like it</li> <li>*Give children sentence stems and role play.</li> </ul>	<p>I can explain what it means to keep something private including body parts</p> <ul style="list-style-type: none"> <li>*What does private mean?</li> <li>*What are the private parts of our bodies? Pants rule</li> <li>*Know how to respond if being touched makes us uncomfortable or unsafe</li> </ul>

## Unit 4 – Families and friendships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Family, Parents, Siblings, Grandparents, Relatives, Friends, Teachers, Care, Same, Different</p> <p><a href="#">Families</a></p>	<ul style="list-style-type: none"> <li>● Identify people who care for us, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>● Recognise the role these different people play in our lives and how they care for us</li> <li>● Know what it means to be a family and how families are different (e.g. single parents, same-sex parents etc)</li> <li>● Understand the importance of telling someone – and how to tell them – if we are worried about something in our family</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can identify people who care for us and how they care for us</p>	<p>I can explain what it means to be a family</p>	<p>I can describe different families</p>	<p>I can identify people I can talk to about my family and why this is important</p> <p>*Give children vocabulary and sentence stems needed to tell others about worries. Role play and practice.</p>

## Unit 5 – Respecting ourselves and others

<u>Key Vocabulary</u>		<u>Outcomes</u>	
Behaviour, Kind, Unkind, Respect, Feelings, Friendly, Emotions, Rules, polite, manners		<ul style="list-style-type: none"><li>● Know what kind and unkind behaviour mean in and out of school</li><li>● Understand how kind and unkind behaviour can make people feel</li><li>● Know what respect means</li><li>● Understand class rules, how to be polite to others, how to share and take turns</li></ul>	
Lesson One	Lesson Two	Lesson Three	Lesson Four
I can describe kind and unkind behaviour	I can describe how kind and unkind behaviour can make people feel	I can explain what respect means  *Manners and politeness *Role play and practice using manners and being polite	I can think of rules to help us show respect in the classroom



## Unit 6 – Belonging to a community

<u>Key Vocabulary</u>		<u>Outcomes</u>	
Care, Democracy, Different, Fair, Pet, Responsibility, Rule, Environment,		<ul style="list-style-type: none"> <li>• Identify examples of rules in different situations e.g. class rules, rules at home, rules outside</li> <li>• Recognise that different people have different needs</li> <li>• Know how we care for people, animals and other living things in different ways</li> <li>• Understand how we can look after the environment e.g. recycling</li> </ul>	
Lesson One	Lesson Two	Lesson Three	Lesson Four
I can identify examples of rules in different situations	I can describe how we care for people, animals and living things in different ways	I can recognise that different people have different needs	I can describe ways that we can look after the environment

## Unit 7 – Media literacy and digital resilience

<u>Key Vocabulary</u>	<u>Outcomes</u>	
email, parental control, email, message, text, lock, chat, browse	<ul style="list-style-type: none"><li>• Know how and why people use the internet</li><li>• Identify the benefits of using the internet and digital devices</li><li>• Understand how people find things out and communicate safely with others online</li></ul>	
Lesson One	Lesson Two	Lesson Three
I can explain how and why people use the internet	I can identify benefits of using the internet and digital devices	I can describe how people find things out and communicate safely online



## Unit 8 – Money and work

<u>Key Vocabulary</u>		<u>Outcomes</u>	
Job, Strengths, Work, Community		<ul style="list-style-type: none"> <li>● Realise that everyone has different strengths in and out of school</li> <li>● Recognise how different strengths and interests are needed to do different jobs</li> <li>● Identify people whose job it is to help us in the community</li> <li>● Recognise different jobs and the work people do in them</li> </ul>	
Lesson One	Lesson Two	Lesson Three	Lesson Four
I can explain that everyone has different strengths in and out of school	I can name different jobs and the work people do in them	I can explain how people's strengths are needed to do different jobs	I can name people whose job it is to help us in the community



## Unit 9 – Growing and changing

<u>Key Vocabulary</u>		<u>Outcomes</u>	
Feelings, Emotions, Special, Unique, Strength, Talent, Challenge, Setback, Happy, Sad, Angry, Embarrassed, Excited, Disappointed, Frustrated		<ul style="list-style-type: none"> <li>● Recognise what makes us special and unique including our likes, dislikes and what we are good at</li> <li>● Know how to manage challenges and whom to tell when finding things difficult, or when things go wrong</li> <li>● Understand that we are the same and different to others</li> <li>● Identify different kinds of feelings</li> <li>● Know how to recognise feelings in ourselves and others</li> <li>● Understand how feelings can affect how people behave</li> </ul>	
Lesson One	Lesson Two	Lesson Three	Lesson Four
I can explain what makes me special and unique	I can describe how I am the same and different to others	<p>I can name different kinds of feelings and recognise them in myself and others</p> <p>Recognise how feelings affect how people behave</p>	<p>I can explain how to manage challenges</p> <p>*Who can I tell when things go wrong?</p> <p>*What do I do when I find things difficult?</p> <p>*Role play and practice asking for help using sentence stems.</p>

## Unit 1 – Physical and Mental Health and Wellbeing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Habit, Words, Actions, Body Language, Regular, Mental health, Negative emotions, Positive emotions, Visualise</p> <p><a href="#">Food for thought</a></p> <p><a href="#">Health education</a></p>	<ul style="list-style-type: none"> <li>• Recognise the choices that people make in daily life that could affect their health</li> <li>• Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• Explain what can help people to make healthy choices and what might negatively influence them</li> <li>• Understand what habits are and that sometimes they can be maintained, changed or stopped</li> <li>• Recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• Realise that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• Understand the things that affect feelings both positively and negatively</li> <li>• Develop strategies to identify and talk about their feelings</li> <li>• Recognise some of the different ways people express feelings e.g. words, actions, body language</li> <li>• Recognise how feelings can change overtime and become more or less powerful</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<p>I can identify healthy and unhealthy choices</p> <p>*Recognise the choices that people make in daily life that could affect their health</p> <p>*Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>*Understand what habits are and that sometimes they can be maintained, changed or stopped</p>	<p>I can describe what is meant by a healthy, balanced diet</p> <p>*Calories and other nutritional information</p> <p>*healthy relationship with food.</p> <p>*Principles of planning and preparing healthy meals</p>	<p>I can explain what helps people to make healthy choices and what might negatively influence them</p> <p>*Explain what can help people to make healthy choices and what might negatively influence them</p> <p>*Recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p>	<p>I can identify things that affect our feelings and how feelings might change over time</p> <p>*Understand the things that affect feelings both positively and negatively</p> <p>*Recognise how feelings can change overtime and become more or less powerful</p> <p>*Feeling down and worried is normal and affects everyone at some time</p>	<p>I can describe ways that feelings might be expressed</p> <p>*Recognise some of the different ways people express feelings e.g. words, actions, body language</p> <p>*Develop strategies to identify and talk about their feelings – sentence stems.</p>	<p>I can explain how regular exercise has positive benefits</p> <p>*Realise that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>*Risks of an inactive lifestyle including obesity</p>



## Unit 2 – Keeping safe

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Hazard, Risk, Smoke Alarm, Road Safety, Zebra Crossing, Pelican Crossing, Water Safety</p> <p><a href="#">Keeping safe at home lesson pack</a></p> <p><a href="#">Road and rail safety</a></p> <p><a href="#">Water safety</a></p>	<ul style="list-style-type: none"> <li>● Identify typical hazards at home and in school</li> <li>● Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>● Understand fire safety at home including the need for smoke alarms</li> <li>● Recognise the importance of following safety rules from parents and other adults</li> <li>● Understand how to help keep ourselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
<p>I can identify different hazards at home and in school</p> <p>I can manage risk in everyday situations</p>	<p>I can explain fire safety at home</p>	<p>I can explain how to stay safe around roads</p> <p>*Practice crossing the road</p>	<p>I can explain how to stay safe around rails</p>	<p>I can explain how to stay safe around water</p>



## Unit 3 – Safe relationships

<u>Key Vocabulary</u>	<u>Outcomes</u>		
<p>All previous vocabulary plus:</p> <p>Privacy, Boundaries, Bullying, Cyber-bullying, Passwords, Trusted Sites, Effects, Consequences</p>	<ul style="list-style-type: none"> <li>• Know what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• Understand what privacy and personal boundaries are, including online</li> <li>• Develop basic strategies to help keep ourselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• Understand that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• Recognise the effects and consequences of bullying for the people involved</li> <li>• Recognise bullying online, and the similarities and differences to face-to-face bullying</li> <li>• Know what to do and whom to tell if we see or experience bullying or hurtful behaviour</li> </ul>		
Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can explain what privacy and personal boundaries are</p> <p>*Know what is appropriate to share</p> <p>*The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p>	<p>I can describe basic strategies for staying safe online</p>	<p>I can recognise online bullying and describe similarities to face-to-face bullying</p>	<p>I can describe the effects and consequences of bullying</p> <p>I can identify what to do if I see or experience bullying</p> <p>*bystander responsibility</p> <p>*Practice asking for help. Use sentence stems.</p>

## Unit 4 – Families and friendships

<u>Key Vocabulary</u>	<u>Outcomes</u>		
<p>All previous vocabulary plus:</p> <p>Support, Stability, Love, Single parents, Same-sex parents, Step-parents, Blended families, Foster and Adoptive parents,</p> <p><a href="#">Families</a></p>	<ul style="list-style-type: none"> <li>● Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>● Understand that being part of a family provides support, stability and love</li> <li>● Identify the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>● Recognise the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>● Identify if/when something in a family might make someone upset or worried</li> <li>● Know what to do and whom to tell if family relationships are making us feel unhappy or unsafe</li> </ul>		
Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can describe different types of families</p>	<p>I can describe the positive aspects of being part of a family</p> <p>*Understand that being part of a family provides support, stability and love</p> <p>*Identify the positive aspects of being part of a family, such as spending time together and caring for each other</p>	<p>I can describe ways in which people can care for each other</p> <p>*Recognise the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>*How does a stable family contribute to a child's security and wellbeing growing up? What happens if people grow up in a family that does not care and love them?</p>	<p>I can identify times when something in a family might make someone upset or worried</p> <p>*Identify who to tell and <b>how</b> to tell them.</p>

## Unit 5 – Respecting ourselves and others

<u>Key Vocabulary</u>	<u>Outcomes</u>
All previous vocabulary plus:  Self-respect, Responsible, Courtesy	<ul style="list-style-type: none"> <li>● Recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>● Know how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>● Recognise the importance of self-respect and our right to be treated respectfully by others</li> <li>● Know what it means to treat others, and be treated, politely</li> <li>● Identify the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
I can recognise respectful behaviours  I can explain how to show respectful behaviour in different situations  *Role play and practice	I can explain what self-respect means and the impact this has	I can describe ways in which people show respect in wider society and different cultures

## Unit 6 – Belonging to a community

<u>Key Vocabulary</u>	<u>Outcomes</u>
Rules, laws, society, human rights, responsibilities, United Nations (UN), Community,	<ul style="list-style-type: none"><li>● Realise the reasons we have rules and laws in wider society</li><li>● Recognise the importance of abiding by the law and what might happen if rules and laws are broken</li><li>● Understand what human rights are and how they protect people</li><li>● Identify basic examples of human rights including the rights of children</li><li>● Understand that we have rights and also responsibilities</li><li>● Realise that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li></ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
<p>I can explain why we have rules and laws in society</p> <p>I can recognise the importance of abiding by the law and explain what might happen if rules and laws are broken</p>	<p>I can explain what is meant by a right</p> <p>I can explain that there are responsibilities that go with rights</p>	<p>I can explain what human rights are and how they protect people</p> <p>*Basic examples including rights of children</p>

## Unit 7 – Media literacy and digital resilience

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Images, Altered, Fake, Edited, True, Accurate, Inappropriate Content, Social Media, Facebook, Twitter, WhatsApp, Snapchat, TikTok, FaceTime, Skype</p>	<ul style="list-style-type: none"> <li>• Understand how the internet can be used positively for leisure, for school and for work</li> <li>• Recognise that images and information online can be altered or adapted and the reasons why this happens</li> <li>• Build strategies to recognise whether something they see online is true or accurate</li> <li>• Evaluate whether a game is suitable to play or a website is appropriate for our age-group</li> <li>• Make safe, reliable choices from search results</li> <li>• Know how to report something seen or experienced online that concerns us e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
<p>I can describe positive uses for the internet</p>	<p>I can explain why images and information online can be altered.</p> <p>I can build strategies to recognise whether something online is true or accurate</p>	<p>I can describe how to make safe, reliable choices online</p> <p>I can explain how to report something seen or experienced online</p> <p>*Sentence stems – practice sharing concerns</p>



## Unit 8 – Money and work

<u>Key Vocabulary</u>	<u>Outcomes</u>
Qualification, Myths, Stereotypes, Sectors, Role Models, Skills, Goals	<ul style="list-style-type: none"> <li>● Identify jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>● Understand that people can have more than one job at once or over their lifetime</li> <li>● Identify common myths and gender stereotypes related to work</li> <li>● Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>● Identify some of the skills needed to do a job, such as teamwork and decision-making</li> <li>● Recognise our interests, skills and achievements and how these might link to future jobs</li> <li>● Know how to set goals that we would like to achieve this year e.g. learn a new hobby</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
<p>I can identify jobs that people may have</p> <p>*Understand that these can change over time</p>	I can identify some of the skills needed to do a job	I can identify and challenge stereotypes related to work	I can identify my interests skills and achievements and how this might link to future jobs	I can set a goal for the next year



## Unit 9 – Growing and changing

<u>Key Vocabulary</u>	<u>Outcomes</u>
All previous vocabulary plus:  Identity, Self-Worth, Reframe	<ul style="list-style-type: none"> <li>• Understand that everyone is an individual and has unique and valuable contributions to make</li> <li>• Recognise how strengths and interests form part of a person’s identity</li> <li>• Identify our own personal strengths and interests and what we are proud of (in school, out of school)</li> <li>• Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what we can learn from a setback, remembering what we are good at, trying again</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
I can recognise that everyone is an individual  *Strengths and interests form part of a person’s identity	I can describe my strengths and interests and say what I am proud of	I can describe some challenges to self-worth and strategies for managing this

## Unit 1 – Physical health and mental wellbeing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Exposure, Sleep, Antibodies, Habit, Vaccination, Allergies, Antihistamine, Anaphylaxis, Bacteria, Virus</p> <p>Resources:</p> <p><a href="#">Drug education</a></p> <p><a href="#">Keeping safe: sun safety</a></p> <p><a href="#">Health education</a></p>	<ul style="list-style-type: none"> <li>• Understand how sleep contributes to a healthy lifestyle</li> <li>• Develop healthy sleep strategies and how to maintain them</li> <li>• Understand the benefits of being outdoors and in the sun for physical and mental health</li> <li>• Know how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• Recognise how medicines can contribute to health and how allergies can be managed</li> <li>• Understand that some diseases can be prevented by vaccinations and immunisations</li> <li>• Realise that bacteria and viruses can affect health</li> <li>• Know how we can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• Recognise the shared responsibility of keeping a clean environment</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
<p>I can explain how sleep contributes to a healthy lifestyle</p> <p>*Sleep strategies</p>	<p>I can describe the benefits of being outdoors and manage risk of sun exposure</p>	<p>I can recognise how medicines contribute to health</p> <p>*Allergies managed by medication</p> <p>*Show different examples of medications.</p>	<p>I can explain how bacteria and viruses affect health and how to prevent the spread of them</p> <p>*Shared responsibility of clean environment</p>	<p>I can recognise that some diseases can be prevented by vaccinations</p>

## Unit 2 – Keeping safe

<u>Key Vocabulary</u>	<u>Outcomes</u>
Positive Risk, Dangerous Behaviour, Casualty, Choice, Emergency, First Aid  <a href="#">Keeping safe at home lesson pack</a>	<ul style="list-style-type: none"><li>● Identify when situations are becoming risky, unsafe or an emergency</li><li>● Identify occasions where we can help take responsibility for our own safety</li><li>● Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li><li>● Know how to deal with common injuries using basic first aid techniques</li><li>● Understand how to respond in an emergency, including when and how to contact different emergency services</li></ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>	<b>Lesson Four</b>
I can differentiate between positive risk and dangerous behaviour	I can identify when situations are becoming risky, unsafe or an emergency  I can identify when and how I can take responsibility for my own safety	I can deal with common injuries using basic first aid	I can respond in an emergency  *Importance of responding and not just filming incidents  *Role play calling 999 and answering questions.

## Unit 3 – Safe relationships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Wanted/Unwanted, Acceptable/Unacceptable, Uncomfortable</p> <p><a href="#">Consent lesson pack</a></p>	<ul style="list-style-type: none"> <li>● Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>● Know how to ask for, give and not give permission for physical contact</li> <li>● Understand how it feels in a person’s mind and body when they are uncomfortable</li> <li>● Know that it is never someone’s fault if they have experienced unacceptable contact</li> <li>● Know how to respond to unwanted or unacceptable physical contact</li> <li>● Understand that no one should ask to keep a secret that makes us feel uncomfortable or try to persuade us to keep a secret we are worried about</li> <li>● Know whom to tell if we are concerned about unwanted physical contact</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can identify different types of physical touch</p> <p>Acceptable/not acceptable/wanted/unwanted</p>	<p>I can ask for and give consent for physical contact</p> <p>*Role play and practice saying yes/no. What are the alternatives?</p>	<p>I can explain how to respond to unwanted or unacceptable physical contact</p> <p>*How does it feel in our mind and body when we are uncomfortable?</p> <p>*Know who to tell – recognising who to trust.</p> <p>*Give children sentence stems to help them know <b>how</b> to share and ask for help.</p>	<p>I can recognise that secrets can make us feel uncomfortable and explain what to do</p>

## Unit 4 – Families and friendships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Conflict, Resolve, Inclusion, Peer Pressure, Peer Approval, Reconcile, Assertive,</p> <p><a href="#">Friendship and bullying</a></p>	<ul style="list-style-type: none"> <li>● Build strategies to help someone feel included</li> <li>● Recognise peer influence and how it can make people feel or behave</li> <li>● Identify the impact of the need for peer approval in different situations, including online</li> <li>● Build strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>● Recognise that it is common for friendships to experience challenges</li> <li>● Develop strategies to positively resolve disputes and reconcile differences in friendships</li> <li>● Understand that friendships can change over time and the benefits of having new and different types of friends</li> <li>● Recognise if a friendship is making us feel unsafe, worried, or uncomfortable</li> <li>● Know when and how to seek support in relation to friendships</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>	<b>Lesson Four</b>
<p>I can develop strategies to resolve disputes in friendships</p> <p>*It is common for friendships to experience challenges</p>	<p>I can explain how friendships can change over time</p> <p>*What are the benefits of new and different friends?</p>	<p>I can recognise peer influence and how it makes people feel or behave</p>	<p>I can identify the impact of the need for peer approval</p> <p>I can build strategies to manage peer influence</p> <p>*Practice what to say and how to say no or suggest alternatives.</p>

## Unit 5 – Respecting ourselves and others

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Discrimination, Homophobia, Racism, Sexism, Trolling, Harassment</p> <p><a href="#">Belonging and community: addressing discrimination and extremism</a></p>	<ul style="list-style-type: none"> <li>● Recognise that everyone should be treated equally</li> <li>● Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own</li> <li>● Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>● Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>● Recognise the impact of discrimination on individuals, groups and wider society</li> <li>● Identify ways to safely challenge discrimination</li> <li>● Know how to report discrimination online</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can explain why it is important to respect and treat everyone equally</p>	<p>I can name and describe types of discrimination</p>	<p>I can identify online discrimination and how to report it</p>	<p>I can explain the impact of discrimination on individuals, groups, and wider society</p> <p>I can identify ways to safely challenge discrimination</p> <p>*Practice – what can we say to safely challenge.</p>



## Unit 6 – Belonging to a community

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Resources, Impact, Fair-trade, Single-use Plastic, Compassion</p>	<ul style="list-style-type: none"> <li>• Know how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• Recognise the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• Know how to show compassion for the environment, animals and other living things</li> <li>• Understand the way that money is spent and how it affects the environment</li> <li>• Know how to express our own opinions about our responsibility towards the environment</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can explain the importance of protecting the environment</p> <p>*Everyday actions that support or damage (reduce, reuse, recycle, food choices etc.)</p>	<p>I can explain how to show compassion for the environment, animals and living things</p> <p>*Express own opinions about responsibility for the environment</p>	<p>I can describe how resources are allocated and the effect this has on communities and the environment</p>	<p>I can describe ways that money is spent and discuss the effect on the environment</p> <p>*(fair trade, single-use plastics, charity etc.)</p>



## Unit 7 – Media literacy and digital resilience

<u>Key Vocabulary</u>		<u>Outcomes</u>		
Identity theft, spam, virus, junk email, anti virus, attachments, download, public, click bait, file, updates, Reliable, Fact, Opinion, Biased		<ul style="list-style-type: none"> <li>• Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• Understand that some media and online content promote stereotypes</li> <li>• Know how to assess which search results are more reliable than others</li> <li>• Recognise unsafe or suspicious content online</li> <li>• Know how devices store and share information</li> </ul>		
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
I can identify how devices store and share information	I can identify different types of media and their purpose	I can begin to assess whether content online is factual, opinion or biased.  *Know how to assess reliable search results	I can explain how some media promotes stereotypes	I can recognise unsafe or suspicious content online

## Unit 8 – Money and work

<u>Key Vocabulary</u>	<u>Outcomes</u>		
Discrimination, Diversity, Inclusion, Ambition, Stereotype, Pay, Working Conditions, College, Apprenticeships, University	<ul style="list-style-type: none"> <li>● Identify jobs that we might like to do in the future</li> <li>● Recognise the role ambition can play in achieving a future career</li> <li>● Understand how or why someone might choose a certain career</li> <li>● Know what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>● Recognise the importance of diversity and inclusion to promote people’s career opportunities</li> <li>● Explore stereotyping in the workplace, its impact and how to challenge it</li> <li>● Realise that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>		
Lesson One	Lesson Two	Lesson Three	Lesson Four
I can identify jobs I might like to do in the future  *Explain how ambition can help to achieve a future career	I can describe different routes into work	I can describe what might influence someone’s decision about career	I can explore stereotyping in the workplace  *Explain the importance of diversity to promote career opportunities



## Unit 9 – Growing and changing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>All previous vocabulary plus:</p> <p>Identity, Culture, Race, Sex, Gender, Biological</p> <p>Menstruation, Bladder, Cervix, Clitoris, Egg or Ova, Ejaculation, Erection, Fallopian tube, Labia, Nipples, Ovaries, Pubic hair, Scrotum, Sperm duct, Urethra, Uterus, Vaginal opening, Voice breaking, Wet dreams, Womb Alcohol, Internet trolling, Pregnant, Conception, Fertilisation, Sexual intercourse, Sperm</p>	<ul style="list-style-type: none"> <li>● Recognise our personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>● Understand that for some people their gender identity does not correspond with their biological sex</li> <li>● Recognise, respect and express our individuality and personal qualities</li> <li>● Identify ways to boost our mood and improve emotional wellbeing</li> <li>● Identify the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson 3</b>
<p>I can explore my personal identity</p> <p>*Recognise our personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p>	<p>I can identify how my identity can help my mental wellbeing</p> <p>Recognise, respect and express our individuality and personal qualities Identify ways to boost our mood and improve emotional wellbeing Identify the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>Growing and changing sessions also delivered by school nurses for Year 5 and 6 separately.</p>



## Unit 1 – Physical Health and Mental Wellbeing

### Key Vocabulary

Allergy, Emotions, Feelings, Germs, Ill, Relax  
Diet, Exercise, Goal, Growth Mindset, Healthy,  
Unhealthy, Physical activity, Relaxation, Rest,  
Sleep, Grief, Death, Loss

[Drug education](#)

[Dental Health](#)

[Health education](#)

Winston’s Wish – Child Bereavement UK

### Outcomes

- Learn about what keeping healthy means and different ways to keep healthy.
- Explain why sleep is important and different ways to rest and relax.
- Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.
- Learn about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health.
- Learn about different feelings that humans can experience
- Recognise and name different feelings
- Learn about ways of sharing feelings and use a range of words to describe feelings
- Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
- Learn about change and loss (including death) and identify feelings associated with this. Recognise what helps people to feel better.
- Recognise when they need help with feelings and that it is important to ask for help. Learn how to ask for help.

### Lesson One

I can describe what it means to be healthy

\*Explain why sleep is important and different ways to rest and relax

### Lesson Two

I can explain how medicines help us to keep healthy

\*Look at examples of different products.

### Lesson Three

I can explain how to keep my teeth healthy.

\*Look at products and practice brushing.

### Lesson Four

I can describe feelings that humans can experience

\*Ways of sharing feelings and describing feelings  
\*Feeling down or worried is normal and everyone feels them at some time,  
\*Recognising when they need help with feelings and how to ask for help  
\*Give children sentence stems and practice asking for help.

### Lesson Five

I can explain how change and loss might make someone feel

I can talk about things that help people to feel good

## Unit 2 – Keeping Safe

### Key Vocabulary

Risk, Harm, Accident, Drug, Emergency, Hazards, Medicine, Fire Safety, Matches, Lighters,

Resources:

[Keeping safe at home lesson pack](#)

### Outcomes

- Recognise risk in simple, everyday situations and learn what action to take to minimise harm.
- Learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
- That household products (including medicines) can be harmful if not used correctly.
- Know about things that people can put into their body or on their skin and how these can affect how people feel.
- Describe ways to keep safe in familiar and unfamiliar environments e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- Know about people whose job it is to keep us safe
- Know what to do if there is an accident and someone is hurt
- Know how to get help in an emergency (how to dial 999 and what to say).

### Lesson One

I can identify risks in the home and explain how to keep safe

\*Electrical appliances, fire safety

\*What is a risk? What is a hazard?

### Lesson Two

I can explain how to use different products safely

\*What do people put into their bodies or on our skin?

\*What products are in our house that could be hazards?

\*Look at different products. What if something doesn't have a label on it? Do we drink/put it in our mouth or on our skin?

### Lesson Three

I can explain how to keep safe in different environments

\*Responding to unfamiliar adults

\*Role play scenarios – e.g. lost in a supermarket.

### Lesson Four

I can explain how to cross the road safely

\*Role-play crossing the road out on the playground

### Lesson Five

I can explain how to get help in an emergency

Know about whose job it is to keep us safe  
Calling 999 – what questions they might ask.  
Role play calling and asking for help.

## Unit 3 – Safe Relationships

### Key Vocabulary

Bullying, Verbal, Physical, Cyber, Emotional, Pressure, Secret, Surprise, Uncomfortable, Unsafe

[Friendship and bullying](#)

### Outcomes

- Know how to recognise hurtful behaviour, including online
- Know what to do and whom to tell if we see or experience hurtful behaviour, including online
- Understand what bullying is and different types of bullying
- Know how someone may feel if they are being bullied
- Recognise the difference between happy surprises and secrets that make us feel uncomfortable or worried, and how to get help
- Know how to resist pressure to do something that feels uncomfortable or unsafe
- Understand how to ask for help if we feel unsafe or worried and what vocabulary to use

### Lesson One

I can explain what bullying is and name some different types.

\*What is hurtful behaviour?  
Including online

### Lesson Two

I can explain how bullying might make someone feel and I know what to do about it

### Lesson Three

I can describe how to resist pressure

\*Role play saying no and giving alternatives.

### Lesson Four

I can explain the difference between happy surprises and worrying secrets

\*Practice asking for help and sharing concerns.



## Unit 4 – Families and Friendships

### Key Vocabulary

Kindness, Listening, Honesty,

[Friendship and bullying](#)

### Outcomes

- Know how to be a good friend, e.g. kindness, listening, honesty
- Understand different ways that people meet and make friends
- Develop strategies for positive play with friends, e.g. joining in, including others etc.
- Recognise what causes arguments between friends
- Know how to positively resolve arguments between friends
- Recognise, and ask for help, when we are feeling lonely or unhappy or to help someone else

### Lesson One

I can describe ways that people meet and make friends.

### Lesson Two

I can describe how to be a good friend

\*Strategies for positive play

### Lesson Three

I can recognise what causes arguments between friends and know how to positively resolve it

I know how to ask for help or help someone else when they're lonely or unhappy



## Unit 5– Respecting Ourselves and Others

### Key Vocabulary

Respect, cooperative, similarities, differences, discussion, opinions, listen

### Outcomes

- Identify the things we have in common with our friends, classmates and other people
- Recognise how friends can have both similarities and differences
- Understand how to play and work cooperatively in different groups and situations
- Know how to share our ideas and listen to others, take part in discussions, and give reasons for our views

### Lesson One

I can name things that I have in common with my classmates

I can explain how my friends and I are the same and different

### Lesson Two

I can describe ways to play and work cooperatively

### Lesson Three

I know how to have a respectful discussion

\*Sharing ideas and listening to others



## Unit 6– Belonging to a Community

<u>Key Vocabulary</u>	<u>Outcomes</u>
Community	<ul style="list-style-type: none"> <li>• Recognise and know how to be part of different groups, and the role we play in these groups e.g. class teams, faith groups</li> <li>• Identify different rights and responsibilities that we have in school and the wider community</li> <li>• Understand how a community can help people from different groups to feel included</li> <li>• Recognise that we are all equal, and ways in which we are the same and different to others in our community</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
I can name different groups I am part of and explain what my role is	I can explain how a community can help people from different groups to feel included	I can describe rights and responsibilities that I have in school and the wider community	I can explain how everyone is different but equal

## Unit 7 – Media Literacy and Digital Resilience

### Key Vocabulary

Internet, phone, tablet, computer, game, videos, news, research, factual, entertain

### Outcomes

- Identify ways in which people can access the internet e.g. phones, tablets, computers
- Recognise the purpose and value of the internet in everyday life
- Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- Understand that information online might not always be true

### Lesson One

I can name ways that people access the internet and how it's used

### Lesson Two

I know that some content on the internet is factual and some is for entertainment

### Lesson Three

I know that information on the internet might not be true



## Unit 8 – Money and Work

### Key Vocabulary

Coin, card, note, debit card, electronic payments, contactless, wages, earn, bank, want, need

### Outcomes

- Know what money is and its different forms e.g. coins, notes, and ways of paying for things (debit cards, electronic payments, contactless)
- Understand how money can be kept and looked after
- Understand how to receive, keep and spend money
- Understand that people are paid money for the jobs they do
- Recognise the difference between wants and needs
- Understand how people make choices about spending money, including thinking about needs and wants

### Lesson One

I can name different ways of paying for things

\*Role play paying for things in different ways.

### Lesson Two

I know how money can be earned, received and looked after

### Lesson Three

I can explain how people make choices about how to spend money

\*Needs and wants



## Unit 9 – Growing and Changing

### Key Vocabulary

Vulva, vagina, penis, testicles, testes, young, old

### Outcomes

- know about growing and changing from young to old and how people's needs change.
- name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- learn about preparing to move to a new class/year group

### Lesson One

I can describe differences between young and old

\*Needs change as we get older

### Lesson Two

I can name parts of the body

\*Include external genitalia

### Lesson Three

I can discuss what might be different for me next year and how I can prepare



## Unit 1 – Physical and Mental Health and Wellbeing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Balanced, healthy, mental health, physical health, illness, bacteria, virus, doctor, nurse, dentist, oral hygiene, brush, floss, dentist, sugar, acid.</p> <p><a href="#">Dental Health</a></p> <p><a href="#">Health education</a></p>	<ul style="list-style-type: none"> <li>• Know about the elements of a balanced, healthy lifestyle.</li> <li>• Know about what good physical health means and how to recognise early signs of physical illness.</li> <li>• Know how to make informed decisions about health.</li> <li>• Know how to maintain good oral hygiene (including correct brushing and flossing), why regular visits to the dentist are essential. The impact of healthy choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas and the effects of smoking.)</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
<p>I can describe what it means to be healthy.</p> <p>I can describe what good physical health looks like.</p>	<p>I can explain how to treat common illnesses.</p>	<p>I can explain how we can care for our teeth</p>	<p>I can explain what happens at a visit to the dentist</p>	<p>I can describe how different substances can affect our teeth.</p>



## Unit 2 – Keeping Safe

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Drug, medicine, helpful, harmful, cigarettes, alcohol, e-cigarette, vaping, habit, addictive</p> <p><a href="#">Drug education</a></p>	<ul style="list-style-type: none"> <li>• Know the importance of taking medicine correctly and using household products safely (e.g. following instructions carefully).</li> <li>• Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines and their impact on health).</li> <li>• Recognise that drug use can be a habit which can be difficult to break.</li> <li>• Know why some people chose to use or not use drugs (including nicotine, alcohol and medicines.)</li> <li>• Know some organisations that can support people concerning alcohol, tobacco and nicotine. Know who they can talk to if they have concerns.</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<p>I can identify medicines and household products and what they are used for</p>	<p>I can explain the importance of taking medicines correctly and using household products safely</p> <p>Something with no label Tablets with no box</p>	<p>I can explain what is meant by a drug.</p>	<p>I can identify effects of drugs</p>	<p>I know why some people choose to use or not use drugs</p>	<p>I can identify where people can find help to stop smoking</p>

## Unit 3 – Safe relationships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Hurtful, playful, bullying, online, dares, risk, pressure, secret, confidence.</p>	<ul style="list-style-type: none"> <li>• Differentiate between playful teasing, hurtful behaviour and bullying, including online.</li> <li>• Know how to respond if we witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• Understand how to manage pressures associated with dares</li> <li>• Realise when it is right to keep or break confidence or share a secret</li> <li>• Understand how to recognise risks online such as harmful content or contact</li> <li>• Recognise that people may behave differently online including pretending to be someone they are not</li> <li>• Know how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can recognise the difference between playful teasing and hurtful behaviour and how we should respond</p>	<p>I can understand the difference between playful and risky dares and identify the pressures associated with dares</p> <p>*Practice saying no</p>	<p>I can recognise when it is right to keep or break confidence or share a secret</p> <p>*Role-play</p>	<p>I can identify some online risks</p>

## Unit 4 – Families and Friendships

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p><a href="#">Friendship and bullying</a></p>	<ul style="list-style-type: none"> <li>● Identify features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>● Build strategies towards positive friendships</li> <li>● Know how to seek support with relationships if we feel lonely or excluded</li> <li>● Understand how to communicate respectfully with friends when using digital devices</li> <li>● Realise knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>● Know what to do or whom to tell if we are worried about any contact online</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
<p>I can identify features of healthy friendships</p> <p>*Difference between being kind to others and neglecting own needs</p>	<p>I can explain how to build positive friendships</p>	<p>I can explain how to seek support if we feel lonely or excluded</p> <p>*Sentence stems – what do I say?</p>	<p>I can explain how relationships might be different online and how to show respect online.</p> <p>*Online relationships can be meaningful but not a good substitute for in-person friendships</p> <p>*Impact of my behaviour online on others</p>

## Unit 5 – Respecting ourselves and others

<u>Key Vocabulary</u>	<u>Outcomes</u>
Difference, diversity, gender, race, faith, aspiration, values, in common, similarities.	<ul style="list-style-type: none"><li>● Recognise differences between people such as gender, race, faith</li><li>● Recognise what we have in common with others e.g. shared values, likes and dislikes, aspiration</li><li>● Understand the importance of respecting the differences and similarities between people</li><li>● Develop our vocabulary to sensitively discuss difference and include everyone</li></ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
I can recognise differences between people	I can recognise what we have in common with others	I can explain how to show respect and tolerance	I can explain the impact of respecting differences and similarities between people.

## Unit 6 – Belonging to a community

<u>Key Vocabulary</u>	<u>Outcomes</u>
Community, belonging, togetherness, responsibility, volunteering, compassion	<ul style="list-style-type: none"> <li>• Understand the meaning and benefits of living in a community</li> <li>• Recognise that we belong to different communities as well as the school community</li> <li>• Identify the different groups that make up and contribute to a community</li> <li>• Identify individuals and groups that help the local community, including through volunteering and work</li> <li>• Know how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four
I can identify communities that I am part of	I can name different groups within communities including people who help through volunteering and work	I can describe the meaning and benefits of belonging to a community	I can explain how to show compassion to people in need

## Unit 7 – Media literacy and digital resilience

<u>Key Vocabulary</u>	<u>Outcomes</u>	
Digital footprint, advertising, targeted, popularity, search results, factual	<ul style="list-style-type: none"><li>● Realise that everything shared online has a digital footprint</li><li>● Recognise that organisations can use personal information to encourage people to buy things</li><li>● Recognise what online adverts look like</li><li>● Compare content shared for factual purposes and for advertising</li><li>● Understand why people might choose to buy or not buy something online e.g. from seeing an advert</li><li>● Realise that search results are ordered based on the popularity of the website and that this can affect what information people access</li></ul>	
Lesson One	Lesson Two	Lesson Three
I can explain that everything we share online has a digital footprint and that this can be used by others	I can explain what online adverts look like and compare this to how factual information is presented	I can explain the impact of targeted advertising Search results are ordered based on popularity

## Unit 8 – Money and work

### Key Vocabulary

Cash, card, contactless, e-payment, budget, need, want,

### Outcomes

- Understand how people make different spending decisions based on their budget, values and needs
- Know how to keep track of money and why it is important to know how much is being spent
- Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

### **Lesson One**

I can name things people spend money on and different ways of paying

### **Lesson Two**

I can explain how to keep track of money and why this is important

### **Lesson Three**

I can describe some effects of how money is spent

## Unit 9 – Growing and changing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p><a href="#">Growing and changing resources</a></p>	<ul style="list-style-type: none"> <li>• Understand how to identify external genitalia and reproductive organs</li> <li>• Know about the physical and emotional changes during puberty</li> <li>• Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• Know how to discuss the challenges of puberty with a trusted adult</li> <li>• Know how to get information, help and advice about puberty</li> <li>• Know facts about the menstrual cycle, including physical and emotional changes</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson 4
<p>I can identify internal reproductive organs and external genitalia</p>	<p>I can describe the changes that happen during puberty and why they occur</p> <p>I can explain the importance of personal hygiene during puberty</p>	<p>I can describe what happens in the menstrual cycle</p>	<p>I can describe strategies for getting information, help and advice about puberty</p>

## Unit 1 – Mental Health and Wellbeing

<u>Key Vocabulary</u>	<u>Outcomes</u>
<p>Mental wellbeing, mental health, mixed or conflicting feelings, habit, loss, grief, grieving</p>	<ul style="list-style-type: none"> <li>• Realise that mental health is just as important as physical health and that both need looking after</li> <li>• Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• Know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Build positive strategies for managing feelings</li> <li>• Realise that there are situations when someone may experience mixed or conflicting feelings</li> <li>• Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• Identify where we and others can ask for help and support with mental wellbeing in and outside school</li> <li>• Recognise the importance of asking for support from a trusted adult</li> <li>• Know about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• Understand that changes can mean people experience feelings of loss or grief</li> <li>• Know about the process of grieving and how grief can be expressed</li> <li>• Identify strategies that can help someone cope with the feelings associated with change or loss</li> <li>• Identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• Understand how balancing time online with other activities helps to maintain health and wellbeing</li> <li>• Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• Know what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<p>I can explain what it means to be affected by mental ill-health</p> <p>Feeling down or worried is normal and part of life.</p> <p>Recognising whether own feelings and behaviour are proportionate and appropriate</p> <p>It is common to be affected by mental ill-health</p>	<p>I can describe how to respond to poor mental wellbeing</p> <p>(in myself and others)</p> <p>How do I ask for help?</p>	<p>I can describe how time online might affect mental wellbeing</p> <p>Strategies to manage this</p>	<p>I can talk about grieving</p> <p>Changes and how they cause grief</p> <p>Process of grieving and how it is expressed</p>	<p>I can identify strategies to help someone cope with grief or loss</p> <p>Read Badger’s Parting Gift</p>	<p>Spare lesson to cover anything in more depth if needed or address misconceptions</p>

## Unit 2 – Keeping Safe

### Key Vocabulary

### Outcomes

Personal information, risk, misuse, sharing, impact, report, age rating systems, nicotine, alcohol, medicines, illegal drugs, media, influence, habit, addicted

- Understand how to protect personal information online
- Identify potential risks of personal information being misused
- Develop strategies for dealing with requests for personal information or images of themselves
- Identify types of images that are appropriate to share with others and those which might not be appropriate
- Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- Know what to do if we take, share or come across an image which may upset, hurt or embarrass ourselves or others
- Know how to report the misuse of personal information or sharing of upsetting content/ images online
- Know about the different age rating systems for social media, T.V, films, games and online gaming
- Understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- Understand the risks and effects of different drugs
- Know the laws relating to drugs common to everyday life and illegal drugs
- Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- Identify the organisations where people can get help and support concerning drug use
- Know how to ask for help if they have concerns about drug use
- Understand how mixed messages in the media relating to drug use might influence opinions and decisions

### Lesson One

I can explain what is appropriate or not appropriate to share online

\*Location services on social media

### Lesson Two

I can explain the impact of something being shared online and how to respond

Sentence stems to share concerns and ask for help

### Lesson Three

I can describe the importance of age ratings

### Lesson Four

I can identify the risks and effects of different drugs

Know about the laws related to each one.

### Lesson Five

I can discuss the choices people make about drugs

Support available for people concerning drug use  
Influence of the media

### Lesson Six

Spare lesson to cover anything in more depth if needed or address misconceptions

## Unit 3 – Safe Relationships

<u>Key Vocabulary</u>	<u>Outcomes</u>
Peer pressure, challenges, dares, responsibility, risk, consent	<ul style="list-style-type: none"> <li>• Compare the features of a healthy and unhealthy friendship</li> <li>• Recognise the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Develop strategies to respond to pressure from friends including online</li> <li>• Know how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• Know how to get advice and report concerns about personal safety, including online</li> <li>• Understand what consent means and how to seek and give/not give consent in different situations</li> </ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>	<b>Lesson Four</b>
<p>I can describe features of a healthy and unhealthy friendship</p> <p>*Difference between being assertive and controlling</p> <p>*Balancing the needs and wishes of others in families and friendships</p> <p>*Recognising when a relationship is harmful or dangerous</p>	<p>I can explain what peer pressure is</p> <p>Shared responsibility if something goes wrong</p> <p>Strategies to respond</p>	<p>I can describe and respond to peer pressure online</p> <p>Assessing risk of online dares and challenges</p> <p>Reporting concerns</p> <p>Practice responding to peer pressure</p>	<p>I can explore consent</p> <p>What it means</p> <p>How to seek and give/not give in different situations</p> <p>Seeking support if they have concerns about any adult</p> <p>Practice giving and not giving consent</p> <p>What do I say to share my concerns?</p>

## Unit 4 – Families and friendships

### Key Vocabulary

### Outcomes

Relationship, marriage, partnership, attraction, gender identity, forced marriage, gender identity, sexual orientation, LGBTQ+, equality, diversity, inclusion, marriage, civil partnership, commitment, partnership, choice, consent, rights, law / legal, protection, safeguarding

- Know what it means to be attracted to someone and different kinds of loving relationships
- Understand that people who love each other can be of any gender, ethnicity or faith
- Know about the qualities of healthy relationships that help individuals flourish
- Recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- Understand that people have the right to choose whom they marry or whether to get married
- Know that to force anyone into marriage is illegal
- Know how and where to report forced marriage or ask for help if they are worried

### Lesson One

I can identify different kinds of loving relationships

Know what it means to be attracted to someone and different kinds of loving relationships.

Understand that people who love each other can be of any gender, ethnicity or faith.

Understand that everyone has the right to be loved and to love others.

### Lesson Two

I can describe a healthy, loving relationship

Know about the qualities of healthy relationships that help individuals flourish.

Recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart.

### Lesson Three

I can explain what marriage and civil partnerships are

Know what marriage and civil partnership mean (e.g. a legal declaration of commitment made by two adults).

Understand that people have the right to choose whom they marry or whether to get married.

Know that to force anyone into marriage is illegal.

Know how and where to report forced marriage or ask for help if they are worried.

## Unit 5 – Respecting Ourselves and Others

<u>Key Vocabulary</u>	<u>Outcomes</u>
Liste, challenge, build on, question, respect, discussion, sensitively, disagree, conflict	<ul style="list-style-type: none"><li>• Understand the link between values and behaviour and how to be a positive role model</li><li>• Know how to discuss issues respectfully</li><li>• Know how to listen to and respect other points of view</li><li>• Know how to constructively challenge points of view they disagree with</li><li>• Develop ways to participate effectively in discussions online and manage conflict or disagreements</li></ul>

<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
I can explain how to be a good role model  Values and beliefs and how this impacts on behaviour	I can describe how to respectfully discuss issues  Listen, build on, challenge – oracy stems  Take part in discussion showing respect	I can explain how to manage conflict and discussions online



## Unit 6 – Belonging to a Community

<u>Key Vocabulary</u>	<u>Outcomes</u>
Prejudice, stereotypes, challenge, influence, attitudes, behaviour	<ul style="list-style-type: none"> <li>• Understand what prejudice means</li> <li>• Differentiate between prejudice and discrimination</li> <li>• Know how to recognise acts of discrimination</li> <li>• Develop strategies to safely respond to and challenge discrimination</li> <li>• Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• Understand how stereotypes are perpetuated and how to challenge this</li> </ul>

Lesson One	Lesson Two	Lesson Four
<p>I can explain the difference between prejudice and discrimination</p> <p>Understand what prejudice means.</p> <p>Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p> <p>]Differentiate between prejudice and discrimination.</p> <p>Know how to recognise acts of discrimination in different settings (e.g., school, media, workplace).</p>	<p>I can describe the impact of prejudice</p> <p>Understand how stereotypes are perpetuated.</p> <p>Explore how stereotypes shape attitudes and behaviours towards different groups.</p> <p>Begin to discuss why challenging stereotypes is important.</p>	<p>I can describe how to safely respond to and challenge discrimination</p> <p>Assessing risk</p>

## Unit 7 – Media Literacy and Digital Resilience

### Key Vocabulary

Internet, social media, communication, connection, age restriction, regulation, manipulation, edited, altered, fake, appropriate, inappropriate, media, influence, emotion, clickbait, misinformation, law, sharing, privacy, personal information, appropriate sharing, report, safeguarding

### Outcomes

- Recognise the benefits of safe internet use e.g. learning, connecting and communicating
- Understand how and why images online might be manipulated, altered, or faked
- Recognise when images might have been altered
- Understand why people choose to communicate through social media and some of the risks and challenges of doing so
- Realise that social media sites have age restrictions and regulations for use
- Understand the reasons why some media and online content is not appropriate for children
- Recognise how online content can be designed to manipulate people’s emotions and encourage them to read or share things
- Understand that there are rules and laws relating to sharing things online
- Recognise what is appropriate to share online
- Know how to report inappropriate online content or contact

### Lesson One

I can identify benefits of being online

Recognise the benefits of safe internet use (e.g. learning, connecting, communicating).

Understand why people choose to communicate through social media and some of the risks and challenges of doing so.

Realise that social media sites have age restrictions and regulations for use.

### Lesson Two

I can recognise when images and online content might have been changed or may not be appropriate for children

Understand how and why images online might be manipulated, altered, or faked.

Recognise when images might have been altered.

Understand the reasons why some media and online content is not appropriate for children.

### Lesson Three

I can understand how online content can influence people’s emotions and decisions, and know that there are rules and laws about sharing things online.

Recognise how online content can be designed to manipulate people’s emotions and encourage them to read or share things.

Understand that there are rules and laws relating to sharing things online.

### Lesson Four

I can explain what is appropriate to share online and know how to report inappropriate or unsafe content or contact.

Recognise what is appropriate to share online.

Know how to report inappropriate online content or contact.

## Unit 8 – Money and Work

### Key Vocabulary

Income, expenses, needs, wants, wellbeing, attitudes, value for money, budget, consumer, advertising, persuasion, critical thinking, debt, fraud, scam, gambling, risk, financial loss, protection, support, helpline, advice, responsible choices

### Outcomes

- Understand the role that money plays in people’s lives, attitudes towards it and what influences decisions about money
- Know about value for money and how to judge if something is value for money
- Understand how companies encourage customers to buy things and why it is important to be a critical consumer
- Recognise that having or not having money can impact on a person’s emotions, health and wellbeing
- Identify common risks associated with money, including debt, fraud and gambling
- Recognise how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- Know how to get help if they are concerned about gambling or other financial risks

### Lesson One

I can describe the role that money plays in people’s lives

Understand the role that money plays in people’s lives, attitudes towards it and what influences decisions about money.

Recognise that having or not having money can impact on a person’s emotions, health and wellbeing.

### Lesson Two

I can describe ways that people can spend wisely

Value for money  
Being a critical consumer  
How companies encourage us to buy

### Lesson Three

I can explore some financial risks and challenges

Identify common risks associated with money, including debt, fraud and gambling.

Recognise how money can be gained or lost (e.g., stolen, through scams or gambling) and how these put people at financial risk.

Understand that gaming, gambling can be addictive

### Lesson Four

I can explain how to get help and guidance around financial risks

Potentially more time for discussion from previous week



## Unit 9 – Growing and changing

### Key Vocabulary

Menstruation, Bladder, Cervix, Clitoris, Egg or Ova, Ejaculation, Erection, Fallopian tube, Labia, Nipples, Ovaries, Pubic hair, Scrotum, Sperm duct, Urethra, Uterus, Vaginal opening, Voice breaking, Wet dreams, Womb Alcohol, Internet trolling, Pregnant, Conception, Fertilisation, Sexual intercourse, Sperm

### Outcomes

- Recognise some of the changes as we grow up e.g. increasing independence
- Know what being more independent might be like, including how it may feel
- Build towards the transition to secondary school and how this may affect our feelings
- Recognise how relationships may change as they grow up or move to secondary school
- Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- Know about the processes of reproduction and birth as part of the human life cycle
- **Know how babies are conceived and born; how babies need to be cared for**

### Lesson One

I can describe how my life might change as I grow up

Changes in friendship, interests, independence, feelings

I can develop strategies to help manage times of change

Moving to secondary school and being more independent

### Lesson Two

I can describe the human life cycle

Including puberty

### Lesson Three

School nurse sessions also delivered to Year 5 and 6 separately