

## PSHE/RSE Long Term Plan

PSHE/RSE	EYFS		Year 1	Year 2
	<p><b>N:</b> Develop their sense of responsibility and membership of a community.</p> <p>Be increasingly independent in meeting their own care needs eg. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Show more confidence in new social situations.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people</p> <p><b>R:</b> Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p> <p>Know and talk about the different factors that support their overall health and wellbeing, including being a safe pedestrian</p> <p>Think about the perspectives of others.</p> <p>Express their feelings and consider the feelings of others</p>	<p>Autumn 1</p> <p>How We Express Ourselves</p>	<p>Area: What is the same and different about us?</p> <p>Coverage/Progression:</p> <p>To recognise the ways in which they are the same and different to others. To recognise what makes them special. To recognise the ways in which we are all unique. To identify what they are good at, what they like and dislike. To recognise the ways they are the same as, and different to, other people. To recognise that everyone has different strengths.</p>	<p>Area: What helps us grow and Stay Healthy? How do we recognise our feelings?</p> <p>Coverage/Progression:</p> <p>What helps us grow and stay healthy? about what keeping healthy means; different ways to keep healthy (H1) about foods that support good health and the risks of eating too much sugar (H2) about how physical activity helps us to stay healthy; and ways to be physically active everyday (H3) about why sleep is important and different ways to rest and relax (H4) how to keep safe in the sun and protect skin from sun damage (H8) about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV (H9)</p> <p>How do we recognise our feelings? about different feelings that humans can experience (H11) how to recognise and name different feelings (H12) how feelings can affect people's bodies and how they behave (H13) how to recognise what others might be feeling (H14) to recognise that not everyone feels the same at the same time, or feels the same about the same things (H15) about ways of sharing feelings; a range of words to describe feelings (H16) about things that help people feel good (e.g.</p>

<p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>			<p>playing outside, doing things they enjoy, spending time with family, getting enough sleep) (H17)</p>
	<p>Autumn 2</p> <p>Who We Are</p>	<p>Area: Who is special to us?</p> <p>Coverage/Progression:</p> <p>About the roles different people play in our lives, e.g. acquaintances, friends and relatives. To identify the people who love and care for them and what they do to help them feel cared for. About different types of families including those that may be different to their own. To identify common features of family life. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. About the different groups they belong to.</p>	<p>Area: What makes a good friend? How do we recognise our feelings?</p> <p>Coverage/Progression:</p> <p>about how people make friends and what makes a good friendship (R6) about how to recognise when they or someone else feels lonely and what to do (R7) simple strategies to resolve arguments between friends positively (R8) how to ask for help if a friendship is making them feel unhappy (R9) how to talk about and share their opinions on things that matter to them (R25)</p> <p>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (H18) to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (H19) about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (H20)</p>
	<p>Spring 1</p> <p>Sharing The Planet</p>	<p>Area: How can we look after each other and the world?</p> <p>Coverage/Progression:</p> <p>About what is kind and unkind behaviour, and how this can affect others. About how to treat themselves and others with respect; how to be polite and courteous. How to listen to other people and play and work cooperatively. How to talk about and share their opinions on</p>	<p>Area: What is Bullying?</p> <p>Coverage/Progression:</p> <p>What is bullying? that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (R10) about how people may feel if they experience hurtful behaviour or bullying (R11) that hurtful behaviour (offline and online) including teasing, name-calling, bullying and</p>

			<p>things that matter to them. How people and other living things have different needs; about the responsibilities of caring for them. About things they can do to help look after their environment.</p>	<p>deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12) about how to respond if physical contact makes them feel uncomfortable or unsafe (R16)</p>
	<p>Spring 2  Where We Are In Place And Time</p>	<p>Area: Who helps us to keep safe?  Coverage/Progression:</p>	<p>About the people whose job it is the help keep us safe. About what to do if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say). How to respond safely to adults they don't know. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. About the different roles and responsibilities people have in their communities. To recognise that some things are private and the impotence of respecting privacy; that parts of their body covered by underwear are private.</p>	<p>Area:  Coverage/Progression:</p> <p>about knowing there are situations when they should ask for permission and also when their permission should be sought (R17) about what is kind and unkind behaviour, and how this can affect others (R21) about how to treat themselves and others with respect; how to be polite and courteous (R22) how to listen to other people and play and work cooperatively (R24) how to talk about and share their opinions on things that matter to them (R25)</p> <p>about how to respond if physical contact makes them feel uncomfortable or unsafe (R16)</p>
	<p>Summer 1  How The World Work</p>	<p>Area: What helps us stay healthy?  Coverage/Progression:</p>	<p>About what keeping healthy means; different ways to keep healthy. Simple hygiene routines that can stop germs from spreading. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. About dental care and visiting the dentist; how to brush teeth correctly; food and drink</p>	<p>Area: What helps us to stay safe?  Coverage/Progression:</p> <p>about rules and age restrictions that keep us safe (H28) to recognise risk in simple everyday situations and what action to take to minimise harm (H29) about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (H30)</p>

			<p>that support dental health.          About the people who help us to stay physically healthy.          About things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>that household products (including medicines) can be harmful if not used correctly (H31)          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 (H32)          basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (H34)          that sometimes people may behave differently online, including by pretending to be someone they are not (R14)          about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (R18)          basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (R19)          what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R20)          about what rules are, why they are needed, and why different rules are needed for different situations (L1)          railway safety          that not all information seen online is true (L9)</p>
	<p>Summer 2           How We Organise Ourselves</p>	<p>Area: What can we do with money?          Transition</p> <p>Coverage/Progression:</p> <p>What money is; forms that money comes in; that money comes from different sources.          That people make different choices about how to save and spend money.          About the difference between needs and wants; that sometimes people may not always be able to have the things they want.          That money needs to be looked after; different</p>	<p>Area: What jobs do people do?</p> <p>Coverage/Progression:</p> <p>about how the internet and digital devices can be used safely to find things out and to communicate with others (L7)          about the role of the internet in everyday life (L8)          that jobs help people to earn money to pay for things (L15)          different jobs that people they know or people</p>	

			ways of doing this.  Transition Week: to prepare for moving to a new class/year group.	who work in the community do (L16) about some of the strengths and interests someone might need to do different jobs (L17)  how to manage when finding things difficult (H24) to prepare for moving to a new class/year group (H27)
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PSHE/RSE	Year 3	Year 4	Year 5	Year 6
Autumn 1 How We Express Ourselves	<p><b>Area:</b>How can we be a good friend?</p> <p><b>Coverage/Progression:</b></p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10) what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (R11) the importance of seeking support if feeling lonely or excluded (R13) that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (R14) that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (R17) to recognise if a friendship (online or offline) is making them feel unsafe uncomfortable; how to manage this and ask for support if necessary (R18)</p>	<p><b>Area:</b> What strengths, skills and interests do we have?</p> <p><b>Coverage/Progression:</b></p> <p>to recognise their individuality and personal qualities (H27) to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28)</p> <p>about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (H29)</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (L25)</p>	<p><b>Area:</b> What makes up a person's identity?</p> <p><b>Coverage/Progression:</b></p> <p>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25) <i>that for some people gender identity does not correspond with their biological sex (H26) to recognise their individuality and personal qualities (H27) about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32) about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (L9)</i></p>	<p><b>Area:</b> How can we keep healthy as we grow?</p> <p><b>Coverage/Progression:</b></p> <p>how to make informed decisions about health (H1) about the elements of a balanced, healthy lifestyle (H2) about choices that support a healthy lifestyle, and recognise what might influence these (H3) how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) about what good physical health means; how to recognise early signs of physical illness (H5) about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6) how regular (daily/weekly) exercise benefits mental and physical health (walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7)</p>

<p><b>Autumn 2 Who We Are</b></p>	<p><b>Area:</b></p> <p><b>Coverage/Progression:</b></p> <p><b>Why should we eat well and look after our teeth?</b>  <b>how to make informed decisions about health (H1)</b>  <b>about the elements of a balanced, healthy lifestyle (H2)</b>  <b>about choices that support a healthy lifestyle, and recognise what might influence these (H3)</b>  <b>how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4)</b>  <b>about what good physical health means; how to recognise early signs of physical illness (H5)</b>  <b>about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6)</b>  <b>how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)</b>  <b>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14)</b></p>	<p><b>Area: How do we treat others with respect?</b></p> <p><b>Coverage/Progression:</b></p> <p><b>about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19)</b></p> <p><b>strategies to respond to hurtful behaviour experienced or witnessed, off and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support (R20)</b></p> <p><b>about discrimination: what it means and how to challenge it (R21)</b></p> <p><b>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (R22)</b></p> <p><b>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25)</b></p> <p><b>about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (R27)</b></p> <p><b>where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)</b></p> <p><b>that personal behaviour can affect</b></p>	<p><b>Area: What decisions can people make with money?</b></p> <p><b>Coverage/Progression:</b></p> <p><b>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34)</b>  <b>about the different ways to pay for things and the choices people have about this (L17)</b>  <b>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'value for money' (L18)</b>  <b>to recognise that people make spending decisions based on priorities, needs and wants (L20)</b>  <b>different ways to keep track of money (L21)</b>  <b>about risks associated with money (e.g. money can be won, lost or stolen and ways of keeping money safe (L22)</b>  <b>to identify the ways that money can impact on people's feelings and emotions (L24)</b></p>	<p><b>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8)</b>  <b>how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) (H11)</b>  <b>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12)</b>  <b>about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (H13)</b>  <b>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14)</b>  <b>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15)</b>  <b>about strategies and behaviours that support mental health — including good quality sleep, physical exercise/time outdoors, being involved in commugroups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16)</b>  <b>to recognise warning signs about mental health and wellbeing and how seek support for themselves and other (H21)</b></p>
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		<p>other people; to recognise and model respectful behaviour online (R30)</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (R31)</p> <p>to recognise there are human rights, that are there to protect everyone (L2)</p> <p>about the relationship between rights and responsibilities (L3)</p> <p>about prejudice; how to recognise behaviours/actions which discrimination against others; ways of responding to it if witnessed or experienced (L10)</p>		<p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22)</p> <p>about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (H40)</p> <p>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup> (H45)</p> <p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break (H46)</p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (R10)</p>
<p><b>Spring 1</b> <b>Sharing The Planet</b></p>	<p><b>Area:</b>Why should we keep active &amp; sleep well?</p> <p><b>Coverage/Progression:</b></p> <p>how to make informed decisions about health (H1)</p> <p>about the elements of a balanced, healthy lifestyle (H2)</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these (H3)</p> <p>how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4)</p> <p>how regular (daily/weekly) exercise</p>	<p><b>Area:</b> How can our choices make a difference to others &amp; the environment?</p> <p><b>Coverage/Progression:</b></p> <p>the importance of having compassion towards others; shared responsibility we all have for caring for other people and living things; how to show care and concern for others (L4)</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home;</p>	<p><b>Area:</b> How can friends communicate safely?</p> <p><b>Coverage/Progression:</b></p> <p>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)</p> <p>to recognise if a friendship (online or offline) is making them feel unsafe uncomfortable; how to manage</p>	<p><b>Area:</b> How can the media influence people?</p> <p><b>Coverage/Progression:</b></p> <p>about the mixed messages in the media about drugs, including alcohol, smoking/vaping (H49)</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34)</p> <p>recognise ways in which the internet and social media can be</p>

	<p>benefits mental and physical health (walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H7)</p> <p>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8)</p> <p>about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (H13)</p> <p>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health (H14)</p>	<p>how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5)</p> <p>that people's spending decisions can affect others and the environment (Fair trade, buying single-use plastics, or giving to charity) (L19)</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (R34)</p>	<p>this and ask for support if necessary (R18)</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)</p> <p>about seeking and giving permission (consent) in different situations (R26)</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)</p> <p>recognise ways in which the internet and social media can be used both positively and negatively (L11)</p> <p>recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15)</p>	<p>used both positively and negatively (L11)</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results (L12)</p> <p>about some of the different ways information and data is shared and used online, including for commercial purposes (L13)</p> <p>about how information on the internet is ranked, selected and targeted aspecific individuals and groups; that connected devices can share information (L14)</p> <p>recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15)</p> <p>about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)</p> <p>about the risks involved in gambling; different ways money can be won o lost through gambling-related activities and their impact on health, wellbeing future aspirations (L23)</p>
<p>Spring 2 Where We Are In Place And Time</p>	<p>Area: What keeps us safe?</p> <p>Coverage/Progression:</p> <p>that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene ahow to maintain it (H9)</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies be managed (H10)</p> <p>railway safety</p> <p>about hazards (including fire risks)</p>	<p>Area: How do we manage risk in different places?</p> <p>Coverage/Progression:</p> <p>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (H12)</p> <p>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing reference to social media, television programmes, films,</p>	<p>Area: What jobs would we like?</p> <p>Coverage/Progression:</p> <p>that there is a broad range of different jobs/careers that people can have that people often have more than one career/type of job during their life (L26)</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them (L27)</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or business</p>	

	<p>that may cause harm, injury or risk in home and what they can do reduce risks and keep safe (H39) about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (H40) about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) *about what is meant by first aid; basic techniques for dealing with common injuries (H43) *Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44) recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (R25) about seeking and giving permission (consent) in different situations (R26) how to recognise pressure from</p>	<p>games and online gaming (H37) how to predict, assess and manage risk in different situations (H38) strategies for keeping safe in the local environment or unfamiliar places (water, road) and firework safety; safe use of digital devices when out and about (H41) about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42) to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (R12) strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (R15) about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns (R23) how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (L28) that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do volunteer work which is unpaid (L29) about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (L30) to identify the kind of job that they might like to do when they are older (L31) to recognise a variety of routes into careers (e.g. college, apprenticeship, university) (L32)</p>	
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	<p>others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)  where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)</p>	<p>(R24)  how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (R28)  where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (R29)  to recognise reasons for rules and laws; consequences of not adhering to and laws (L1)  recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (L15)  railway safety</p>		
<p>Summer 1  How The World Works</p>	<p><b>Area: What makes a community?</b>  <b>Coverage/Progression:</b>  about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (R32)  to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33)  about the different groups that make up their community; what living in a community means (L6)  to value the different contributions that people and groups make to the community (L7)  about diversity: what it means; the</p>	<p><b>Area: How can we manage our feelings?</b>  <b>Coverage/Progression:</b>  to recognise that feelings can change over time and range in intensity (H17)  about everyday things that affect feelings and the importance of expressing feelings (H18)  a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)</p>	<p><b>Area: How can we help in an accident or emergency?</b>  <b>Coverage/Progression:</b>  about what is meant by first aid; basic techniques for dealing with common injuries (H43)  *Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help</p>	<p><b>Area:</b>  What will change as we become more independent?  How do friendships change?  <b>Coverage/Progression:</b>  problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24)  to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30)  about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that</p>

	benefits of living in a diverse community; about valuing diversity within communities (L8)	strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20) about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (H23)	immediately but not to attempt to move the person* how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (H44)	there are ways to prevent a baby being made); how babies need to be cared for' (H33) about where to get more information, help and advice about growing and changing, especially about puberty (H34) about the new opportunities and responsibilities that increasing independence may bring (H35) strategies to manage transitions between classes and key stages (H36) that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4) that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R7) to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9)
Summer 2 How We Organise Ourselves	What are families like? that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (R7) to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9)	How will we grow and change?  about the physical and emotional changes that happen when approaching and during puberty (H31)  about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32) about where to get more information, help and advice about growing and changing, especially about puberty (H34)	Area: How can drugs common to everyday life affect health?  how to make informed decisions about health (H1) about choices that support a healthy lifestyle, and recognise what might influence these (H3) how to recognise that habits can have both positive and negative effects on a healthy lifestyle (H4) about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break to recognise that there are laws surrounding the use of legal drugs and some drugs are illegal to own, use and give to others (H47) about why people choose to use or not use drugs (including nicotine, alcohol and medicines) (H48) about the organisations that can support people concerning	that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (R2) about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (R3) that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (R4) that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (R5) that a feature of positive family life is caring relationships; about the different ways in which people care for one another (R6) how friendships can change over time, about making new friends and the benefits of having different types of friends (R16)

			alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)	
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***Establishing strong roots, developing confident global citizens***