

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Rules rights and responsibilities</u></p> <ul style="list-style-type: none"> • Have knowledge of the behaviour policy and expectations in school. • Know the Christian values and how we can demonstrate them. • Understand their rights in school and the wider community. • Know their responsibilities in relation to school expectations. • Understand the responsibilities displayed by different members in the wider community. 	<p><u>Valuing differences</u></p> <ul style="list-style-type: none"> • Understand the meaning of differences. • Identify things that make us an individual. • Identify differences in our school/wider community. • Understand what inclusion means. • Identify how our school and society is/can be more inclusive. 	<p><u>Feelings and Emotions (link to zones of regulation)/ healthy relationships</u></p> <p><u>Caring for the environment</u></p> <ul style="list-style-type: none"> • Identify a range of emotions. • Identify strategies to use when experiencing different emotions. • Understand the importance of practising the regulation of our emotions. • Understand what self-esteem is and how it can impact our emotions/behaviour. • Understand what makes up a healthy relationship. • Identify different environments. • Understand that human activity can positively or negatively impact an environment. (look at plastic consumption, recycling and the impact on animals to link with Science focus). • Identify ways in which we can care for our own environment and the environment of those around us. 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty. 	<p><u>Rules rights and responsibilities</u></p> <ul style="list-style-type: none"> • Understand that children have rights and that one of them is have the best health possible. • Identify features of both physical and mental 'good health'. • Understand their responsibility regarding their own physical and mental health and strategies to improve both. • Identify sources of help if they are concerned about their own or others mental health and understand how to access these sources. 	
Year 4	<p><u>Autumn 1</u></p> <p><u>Living in the wider world - Money</u> <u>Health and well-being - Keeping safe</u></p> <ul style="list-style-type: none"> • Understand what is meant by spending and saving and that people's views on spending and saving in society is different. • Recognise that people make spending decisions based on priorities, needs and wants. • Understand the term well-being and understand how self-respect links to their own happiness. • Understand what being safe means. • Understand the terms 'danger', 'hazard' and 'risk' and explain the difference between them. • Identify different strategies for managing risks, hazards and danger. 		<p><u>Spring 1</u></p> <p><u>Relationships - healthy relationships</u> <u>Relationships - feelings and emotions</u> <u>Relationships - valuing difference</u></p> <ul style="list-style-type: none"> • Understand what forms a healthy relationship and identify people they have healthy relationships with. • Identify that respect is part of a healthy relationship and how it is shown in friendships/school/family life. • Identify a wide range of feelings and recognise that people can have different feelings in the same situation. • Explain how feelings can be linked to physical state. • Judge whether what they are feeling and how they are behaving is appropriate and proportional. • Understand what stereotypes are and what different stereotypes there are. 		<p><u>Summer 1</u></p> <p><u>Living in the wider world - Rules, rights and responsibilities</u> <u>Health and well-being - Growing and changing</u></p> <ul style="list-style-type: none"> • Identify that children have a set of rights specific to them. • Define responsibility and identify the responsibilities of different people in the community. • Understand the school rules to bullying and why this is important/in place and the responsibility of bystanders in reporting. • Understand the rules and principles for keeping safe online. • Curriculum link - What are our responsibilities with regards to deforestation? • Know the key facts of the menstrual cycle. • Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. 	

	<ul style="list-style-type: none"> • Understand how to recognize and report if they are feeling unsafe. • Identify sources within our community that help to keep us safe and understand how they keep us safe. • Understand the rules and principles for keeping safe online. 	<ul style="list-style-type: none"> • Understand how stereotypes can cause damage. • Understand the term inclusion and how we show it within school and the wider community. 	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia. • Understand and explain why puberty happens.
Year 5	<p style="text-align: center;"><u>Autumn</u> Valuing difference Money Keeping safe Growing and Changing</p> <ul style="list-style-type: none"> • Understand the differences in today's society and how these differences are valued and respected. • Curriculum link - link specifically to housing and look at the difference places which people choose to live and how their communities differ from ours (may take several lessons). • Explain and understand what is meant by the terms 'income tax', 'National insurance' and 'tax' and how this impacts different people. • Curriculum link - Identify how income and spending can impact an individual's ability to choose where they live. • Understand how to recognise who to trust and who not to trust; how to judge when a friendship is making them feel unhappy or uncomfortable (in person and online). • Identify the ways in which people may behave differently online and when/how to report this. • Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing). • how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. 	<p style="text-align: center;"><u>Spring</u> Healthy relationships Being my best</p> <ul style="list-style-type: none"> • Understand that friendships are based on mutual respect and will have ups and downs; identify strategies to work through this. • Understand the importance of permission seeking and giving in relationships with friends, peers and adults. • Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this and being assertive when necessary. • Understand the negative impact of both legal and illegal substances on health such as smoking, alcohol and drugs on both physical and mental health (Science link). • Understand the positive impact of physical exercise, a balanced diet and mindfulness on physical and mental health. • Understand that a range of emotions is normal and identify strategies to regulate these emotions in a variety of situations. 	<p style="text-align: center;"><u>Summer</u> Rules rights and responsibilities Growing and changing</p> <ul style="list-style-type: none"> • Understand the meaning of articles 2 and 30 in the UNCRC. • Curriculum link with Mayans & racism - Are their rights being met? Identify societies responsibilities to enforce these rights. • Understand what racism is and how it impacts people within society. • Understand societies progress towards ending racism; identify movements currently in place to stop racism. • Identify our own responsibilities as individuals and a school community to end racism. (project) •

	<ul style="list-style-type: none"> • Identify parts of the male and female reproductive system. • Understand the processes of reproduction and birth as part of the human life cycle. 		
Year 6	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;"><i>Growing and Changing Healthy Relationships</i></p> <ul style="list-style-type: none"> • Identify key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • menstrual wellbeing including the key facts about the menstrual cycle. • Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Identify the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). • Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • Understand what boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;"><i>Rules Rights and Responsibilities Relationships - valuing difference, feelings and emotions</i></p> <ul style="list-style-type: none"> • Identify similarities and differences between children's rights in WW2 and today. • Understand what rights refugees have today and what responsibilities we have towards them. • Understand the responsibilities society had towards evacuee children during WW2. • Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;"><i>Health and wellbeing - Healthy Lifestyles Keeping safe Living in the wider world - Money</i></p> <ul style="list-style-type: none"> • Identify simple self-care techniques and understand the benefits of them. • The importance of self-respect and how this links to their own happiness. • Identify and understand the benefits of rationing time online. • Identify strategies for keeping safe online. • identify facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • Understand how quickly information travels online and the risks associated with this. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Identify the job they might like to do when they are older and understand the requirements for this. (understand that some jobs pay more than others and understand that money may be a factor that influences career choice).

	<ul style="list-style-type: none">• Recognise and practise practical steps they can take in a range of different contexts to improve or support respectful relationships.		
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