# SCHOOL SCHOOL STATE

## Marlborough Primary Academy School - RSHE Long Term Planning

# 2022 – 2023 YEAR A

#### Subject - RSHE LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

# EYFS Communication and Language Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-andforth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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.

# Understanding the World Past and Present

Talk about the lives of the people around them and their roles in society

#### **PSED**

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Building Relationships**

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

#### <u>Literacy</u>

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate where appropriate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading

 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

Write simple phrases and sentences that can be read by others.

Year Group	Rationale for Unit of Learning	Social and Emotional Skills	Essential Knowledge	Vocabulary
Willows Class Autumn 1 Being Me in My World	Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	Identify feelings associated with belonging ldentify feelings of happiness and sadness Skills to play cooperatively with others     Be able to consider others' feelings     Be responsible in the setting	Know special things about themselves     Know that some people are different     from themselves     Know how happiness and sadness can be expressed     Know that hands can be used kindly and unkindly     Know that being kind is good     Know they have a right to learn and play, safely and happily	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns

Willows Class Autumn 2 Celebrating Difference	Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	•	Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry	•	Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Willows Class Spring 1 Dreams and Goals	Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	•	Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success	•	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage
Willows Class Spring 2 Healthy Me	Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	•	Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them	•	Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.
Willows Class Summer 1 Relationships	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	•	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	•	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.
Willows Class Summer 2 Changing Me	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	•	Can identify how they have changed from a baby Can say what might change for them they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/ growing up	•	Know the names and functions of some parts of the body Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest,

	Rationale	Can identify positive memories fr past year in school/ home  Key Content from National Curriculum		nd Emotional Skills	Essential Knowledge	knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.
Maple Class Autumn 1 Being Me in My World	Children discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.	Relationships  how important friendships are in making us feel happy and secure, and how people choose and make friends  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  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  the conventions of courtesy and manners  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Und their the	derstanding that they are special derstand that they are safe in ir class ntifying helpful behaviours to ke the class a safe place ntify what it's like to feel proud of achievement cognise feelings associated with litive and negative isequences derstand that they have choices	Understand the rights and responsibilities of a member of a class Understand that their views are important     Understand that their choices have consequences     Understand their own rights and responsibilities with their classroom	safe, special, calm, belonging, special, rights, responsibilities, Learning Charter, Jigsaw Charter, rewards, proud, consequences, upset, disappointed, illustration.
Maple Class Autumn 2 Celebrating Difference	The class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.	Relationships  how important friendships are in making us feel happy and secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  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	the they continued the they continued the continued they continued	derstand how being bullied might	Know that people have differences and similarities     Know what bullying means     Know who to tell if they or someone else is being bullied or is feeling unhappy     Know skills to make friendships     Know that people are unique and that it is OK to be different	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique.

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Maple Class Spring1 Dreams and Goals	The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	<ul> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Personal Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worning in the proposition of authority</li> <li>how to ask for advice or help f</li></ul>	Recognise things that they do well     Explain how they learn best     Celebrate an achievement with a friend     Recognise their own feelings when faced with a challenge     Recognise their own feelings when they are faced with an obstacle     Recognise how they feel when they overcome an obstacle     Can store feelings of success so that they can be used in the future	Know how to set simple goals     Know how to achieve a goal     Know how to work well with a partner     Know that tackling a challenge can stretch their learning     Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them     Know when a goal has been achieved	proud, success, achievement, goal, treasure, coins, goal, learning, stepping-stones, process, working together, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals.
Maple Class Spring 2 Healthy Me	The class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn	Relationships  the importance of self-respect and how this links to their own happiness Physical Health and Mental Wellbeing  that mental wellbeing is a normal part of daily life, in the same way as physical health	Feel good about themselves when they make healthy choices     Realise that they are special     Keep themselves safe     Recognise ways to look after themselves if they feel poorly Recognise when they feel	Know the difference between being healthy and unhealthy     Know some ways to keep healthy     Know how to make healthy lifestyle choices     Know how to keep themselves clean and healthy	healthy, unhealthy, balanced, exercise, sleep, choices, clean,

	about road safety as well as people who can help them to stay safe.	<ul> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	•	frightened and know how to ask for help Recognise how being healthy helps them to feel happy	•	Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe	body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, Green Cross Code, eyes, ears, Look, Listen, Wait.
Maple Class Summer 1 Relationships	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Relationships      that families are important for children growing up because they can give love, security and stability     the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives     that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care     that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up     how important friendships are in making us feel happy and secure, and how people choose and make friends     the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties     that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded     that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right     how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed     the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or	•	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship	•	Know that everyone's family is different types of families Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community	family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate.

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		backgrounds), or make different choices or have different preferences or beliefs  practical steps they can take in a range of different contexts to improve or support respectful relationships  the conventions of courtesy and manners  the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  the importance of permission seeking and giving in relationships with friends, peers and adults  what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  about 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  that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  how to ask for advice or help for themselves or others, and to keep trying until they are heard  where to get advice e.g. family, school and/or other sources  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  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 ab			
Summer 2 Changing Me	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	<ul> <li>Relationships</li> <li>that families are important for children growing up because they can give love, security and stability</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	Understand and accept that change is a natural part of getting older     Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)     Can express why they enjoy learning     Can suggest ways to manage change e.g. moving to a new class	Know that animals including humans have a life cycle     Know that changes happen when we grow up     Know that people grow up at different rates and that is normal     Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these     Know who to ask for help if they are worried or frightened     Know that learning brings about change	changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, learn, new, grow, feelings, anxious, worried, excited, coping.

Sycamore Class Autumn 1 Being Me in My World	The children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.	<ul> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>Relationships</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>Physical Health and Mental Wellbeing</li> </ul>		Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	•	Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community	included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, Learning Charter, contribution, observer,  UN Convention on Rights of Child (UNCRC).
Sycamore Autumn 2 Celebrating Difference	The children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.		•	Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	•	Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change	character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll,

Sycamore Spring 1 Dreams and Goals	The children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	<ul> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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)</li> <li>how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>Relationships</li> <li>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</li> <li>the conventions of courtesy and manners</li> <li>that there is a normal range of emotions (e.g. hap</li></ul>	Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time  Can identify the feelings that they	Know what their own hopes and dreams are     Know that hopes and dreams don't always come true     Know that reflecting on positive and happy experiences can help them to counteract disappointment     Know how to make a new plan and set new goals even if they have been disappointed     Know how to work out the steps they need to take to achieve a goal     Know how to work as part of a successful group     Know how to share in the success of a group	dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation, success, celebrate, evaluate. friendship,
Class Spring 2 Healthy Me	friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how	how important friendships are in making us feel happy and secure, and how people choose and make friends)     the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties     that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	have about their friends and different friendship groups  Recognise how different people and groups they interact with impact on them  Identify which people they most want to be friends with	are formed and how they fit into them     Know which friends they value most     Know that there are leaders and followers in groups     Know that they can take on different roles according to the situation	emotions, healthy, relationships, friendship groups, value, roles, leader,

Sycamore	_earning starts focussing on	<ul> <li>others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>the facts a</li></ul>		Can identify feelings and emotions	•	Know some reasons why people feel	right, wrong.
<u>Class</u> th	the emotional aspects of	the characteristics of healthy family life, commitment to each other,		that accompany jealousy		jealousy	close,
	relationships and friendships.  With this in mind, children	including in times of difficulty, protection and care for children and other	•	Can suggest positive strategies for managing jealousy	•	Know that jealousy can be damaging to relationships	jealousy,

Sycamore	explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable	family members, the importance of spending time together and sharing each other's lives  that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed how important friendships are in making us feel happy and secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  the importance of permission seeking and giving in relationships with friends, peers and adults  what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  where to get advice e.g. family, school and/or other sources  Physical Health	Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate  Can appreciate their own	Know that loss is a normal part of relationships     Know that negative feelings are a normal part of loss     Know that memories can support us when we lose a special person or animal     Know that change is a natural part of relationships/ friendship     Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe  Know that personal characteristics are	problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love.
Class Summer 2 Changing Me	associated with change and how to manage these. Children are introduced to the Circle of Change model as a	that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other	uniqueness and that of others     Can express any concerns they     have about change	<ul> <li>inherited from birth parents</li> <li>Know that personal hygiene is important</li> </ul>	unique, characteristics, parents, circle, seasons,

	strategy for managing future changes.	family members, the importance of spending time together and sharing each other's lives  • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  • about 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  • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  Physical Health and Mental Wellbeing  • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	•	Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change	•	Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions	change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.
Beech Class Autumn 1 Being Me in My World	The children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it.	Relationships  • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  • how important friendships are in making us feel happy and secure, and how people choose and make friends  • 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  • practical steps they can take in a range of different contexts to improve or support respectful relationships  • the conventions of courtesy and manners  • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  Physical Health and Mental Wellbeing  • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions		Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	challenge, goal, attitude, actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, citizen, choices, consequences, views, opinion, collaboration, collective decision, democracy
Beech Class Autumn 2 Celebrating Difference	The class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people	Relationships  that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  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	•	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict	•	Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives	normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender,

	who have amazing lives and achievements.	<ul> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bull</li></ul>	•	Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy	•	Know that difference can be a source of celebration as well as conflict	gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, Para-Olympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration, conflict.
Beech Class Spring 1 Dreams and Goals	The class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their	<ul> <li>where and how to report concerns and get support with issues online</li> <li>Relationships</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	•	Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when	•	Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them	dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, learning steps, money, global issue, suffering,

classmates like and admire about them as well as working on giving others praise and compliments.	<ul> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	they recognise that person's achievements		concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition.
Beech Class Spring 2 Healthy Me  The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.	<ul> <li>Relationships</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use whe</li></ul>	Are motivated to care for their own physical and emotional health     Are motivated to find ways to be happy and cope with life's situations without using drugs     Identify ways that someone who is being exploited could help themselves     Suggest strategies someone could use to avoid being pressured     Recognise that people have different attitudes towards mental health / illness     Can use different strategies to manage stress and pressure	Now how to take responsibility for their own health Know how to make choices that benefit their own health and wellbeing Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse	responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'Legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.

Beech Class Summer 1 Relationships  The class look at ment health and how to take their own mental well-to They talk about the grid and its various stages, also discuss the differe causes of grief and los children talk about peo who can try to control to thave power over them. look at online safety, let how to judge if someth safe and helpful as well talking about communi with friends and family positive and safe way	<ul> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>practical steps they can take in a range of different contexts to improve</li> </ul>	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being	Know that it is important to take care of their own mental health     Know ways that they can take care of their own mental health     Know the stages of grief and that there are different types of loss that cause people to grieve     Know that sometimes people can try to gain power or control them     Know some of the dangers of being 'online'     Know how to use technology safely and positively to communicate with their friends and family	mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real / fake,
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execut the concept of privacy and the minifications of it for both onlinders and adults; including that it is not always; right to been secreted in they executed they executed they can be a support of the privacy of the privac			
and adults; including that is not always right to keep secrets of they righted to being gate interest, and the differences between appropriate and repropertate or unated physical, and other, contact have to record adults, and appropriate and repropertate or unated physical, and other, contact have to record adults, and appropriate and repropertate or unated by many procurater in all contexts. Including orders when they can do have a second and the context of the cont	about the concept of privacy and the implications of it for both children		true / untrue,
that acach person's body belongs to them, and the differences between appropriate and integroprote or unsule physical, and other, contact with the person of			assertiveness,
appropriate and inappropriate to unante physicals, and others, context how to respend safety and appropriately to adult show your procure (in all contexts, including orifine) when they do not know about your and and any adult to the safe that any adult the safe that any adult that the safe that any adult that there is an ormal range of motions (a) happiness, sudvess, and the verablating of the safe that all humans experience in relation to different experiences and shadoos anger. Far. surprise, necessary adverse, and the safe that there is an ormal range of motions (a) that all humans experience in relation to different experiences and shadoos varied varied varied that any adverse that the safe	relate to being safe		judgement,
how to respond salely and appropriately to adults they may procurater (in all contexts, including miles) whem they do not know on the contexts, including miles) whem they do not know on the contexts and the contexts of being unsale or feeling bad to a set for advice on help for therealises or class, and to keep trying until they are heard  how to spent concerns or abuse, and the vocabulary and confidence maded to do so.  Physical Health and Mental Wellbeing  that remetal wellbeing is a normal part of daily file, in the same way as physical health.  Physical Health and Mental Wellbeing  that remetal wellbeing is a normal part of daily file, in the same way as physical health.  In addition, the context of the cont	that each person's body belongs to them, and the differences between		communication,
in all comitests, including online) whem they do not know.  In the recognition and report feelings of being usadie or feelings bad about any acut.  In the year head of their for themselves or others, and to keep trying unifer.  In the year head of their feelings with an acute of their feelings with a selection of the control of their feelings with a selection of their feelings.  In the recognition of their feelings with a selection of their feelings with a selection of their feelings of their cover and shutches the selection of their feelings.  In the selection of their feelings with a selection of their feelings of their cover and others feelings.  In the selection of their feelings with an acute of their feelings of their cover and others feelings.  In the selection of their feelings with an acute of their feelings of their feelings with an acute of their feelings of their feelings of their feelings with an acute of their feelings of their feelings with an acute of	appropriate and inappropriate or unsafe physical, and other, contact		
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allely.  to ask for advice or help for themselves or others, and to keep trying until they are heard to be to report concerns or abuse, and the vocabulary and confidence to be to report concerns or abuse, and the vocabulary and confidence to the to report concerns or abuse, and the vocabulary and confidence to where to get advice or, a family, school and/or other sources Physical Health and Mercal Wollbring that mental wellbeing a a rormal part of daily file, in the same way as proper to the same and the sa	(in all contexts, including online) whom they do not know		
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understanding that information, including that from search engines, is			
where and how to report concerns and get support with issues online			
the characteristics and mental and physical benefits of an active lifestyle			

		how and when to seek support including which adults to speak to in school if they are worried about their health			
Beech Class Summer 2 Changing Me	The class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.	Relationships  that families are important for children growing up because they can give love, security and stability  that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  how important friendships are in making us feel happy and secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  practical steps they can take in a range of different contexts to improve or support respectful relationships  the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  the importance of permission seeking and giving in relationships with friends, peers and adults  that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact how to ask for advice or help for themselves or others, and to keep trying until they are heard  where to get advice e.g. family, school and/or other sources  Physical Health and Mental Wellbeing  that mental wellbeing is a normal part of daily life, in the same way as physical health  that mental wellbeing is a normal part of baily life, in the same way as a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  simple self-care techniques, including	Recognise ways they can develop their own self-esteem  Can express how they feel about the changes that will happen to them during puberty  Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to  Can celebrate what they like about their own and others' self- image and body-image  Use strategies to prepare themselves emotionally for the transition (changes) to secondary school	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally     Know how being physically attracted to someone changes the nature of the relationship     Know the importance of self-esteem and what they can do to develop it     Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class	body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement

# YEAR B (2023-2024)

#### Subject - RSHE LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

#### EYFS Communication and Language

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-andforth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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.

#### Understanding the World

#### Past and Present

Talk about the lives of the people around them and their roles in society

#### PSED

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

#### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Building Relationships**

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

#### <u>Literacy</u>

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate where appropriate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading

 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

Write simple phrases and sentences that can be read by others

Year Group	Rationale for Unit of Learning	Social and Emotional Skills	Essential Knowledge	Vocabulary
Willows Class Autumn 1 Being Me in My World	Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	Identify feelings associated with belonging     Identify feelings of happiness and sadness     Skills to play cooperatively with others     Be able to consider others' feelings     Be responsible in the setting	Know special things about themselves     Know that some people are different     from themselves     Know how happiness and sadness can be expressed     Know that hands can be used kindly and unkindly     Know that being kind is good     Know they have a right to learn and play, safely and happily	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns
Willows Class Autumn 2 Celebrating Difference	Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why	Identify feelings associated with being proud     Identify things they are good at     Be able to vocalise success for themselves and about others successes     Identify some ways they can be different and the same as others	Know what being proud means and that people can be proud of different things     Know that people can be good at different things     Know what being unique means     Know that families can be different     Know that people have different homes and why they are important to them	different, special, proud, friends, kind, same, similar,

Willows Class Spring 1 Dreams and Goals	it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.  Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might	Recognise similarities and differences between their family and other families     Identify and use skills to make a friend     Identify and use skills to stand up for themselves     Recognise emotions when they or someone else is upset, frightened or angry      Understand that challenges can be difficult     Recognise some of the feelings linked to perseverance     Talk about a time that they kept on trying and	Know different ways of making friends     Know different ways to stand up for myself     Know the names of some emotions such as happy, sad, frightened, angry     Know that they don't have to be 'the same as' to be a friend     Know why having friends is important     Know some qualities of a positive friendship     Know what a challenge is     Know that it is important to keep trying     Know what a goal is     Know how to set goals and work towards them	happy, sad, frightened, angry, family  dream, goal, challenge, job,
Willows Class	like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.  Children learn about their bodies; the names of	achieved a goal  Be ambitious  Resilience Recognise how kind words can encourage people Feel proud Celebrate success  Recognise how exercise makes them feel	Know which words are kind Know some jobs that they might like to do when they are older     Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal      Know the names for some parts of their body	ambition, perseverance, achievement, happy, kind, encourage
Spring 2 Healthy Me	some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them	Know what the word 'healthy' means     Know some things that they need to do to keep healthy     Know that they need to exercise to keep healthy     Know how to help themselves go to sleep and that sleep is good for them     Know when and how to wash their hands properly     Know what to do if they get lost Know how to say No to strangers	exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.
Willows Class Summer 1 Relationships	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	Know what a family is     Know that different people in a family have different responsibilities (jobs)     Know some of the characteristics of healthy and safe friendship     Know that friends sometimes fall out     Know some ways to mend a friendship     Know that unkind words can never be taken back and they can hurt     Know how to use Jigsaw's Calm Me to help when feeling angry     Know some reasons why others get angry	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.
Willows Class Summer 2 Changing Me	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Can identify how they have changed from a baby Can say what might change for them they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home	Know the names and functions of some parts of the body     Know that we grow from baby to adult     Know who to talk to if they are feeling worried     Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand,

				gı aa cl w e: m	aby, rown-up, dult, range, orry, kcited, lemories.
Maple Class	Rationale  The children discuss their hopes and	Key Content from National Curriculum Relationships	Social and Emotional Skills     Recognise own feelings and	Identifying hopes and fears for the	Vocabulary worries,
Autumn 1 Being Me in My World	fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.	<ul> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	Recognise own feelings and know when and where to get help     Know how to make their class a safe and fair place     Show good listening skills     Recognise the feeling of being worried     Be able to work cooperatively	Identrying hopes and fears for the year ahead     Understand the rights and responsibilities of class members     Know that it is important to listen to other people     Understand that their own views are valuable     Know about rewards and consequences and that these stem from choices     Know that positive choices impact positively on self-learning and the learning of others	worries, hopes, fears, belonging, rights, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem- solving.
Maple Class Autumn 2 Celebrating Difference	The class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	Relationships  how important friendships are in making us feel happy and secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the conventions of courtesy and manners  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique	Know there are stereotypes about boys and girls     Know that it is OK not to conform to gender stereotypes     Know it is good to be yourself     Know that sometimes people get bullied because of difference     Know the difference between right and wrong and the role that choice has to play in this     Know that friends can be different and still be friends     Know where to get help if being bullied     Know the difference between a one-off incident and bullying	boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, unique, value.

		about different types of bullying (including cyberbullying), the			
		impact of bullying, responsibilities of bystanders (primarily			
		reporting bullying to an adult) and how to get help			
		what a stereotype is, and how stereotypes can be unfair, negative or destructive			
		the importance of permission seeking and giving in			
		relationships with friends, peers and adults			
		that people sometimes behave differently online, including by			
		pretending to be someone they are not Additional lesson on			
		website			
		that the same principles apply to online relationships as to face-	-		
		to-face relationships, including the importance of respect for others online including when we are anonymous Additional			
		lesson on website			
		the rules and principles for keeping safe online, how to			
		recognise risks, harmful content and contact, and how to report			
		them			
		what sorts of boundaries are appropriate in friendships with			
		peers and others (including in a digital context			
		how to ask for advice or help for themselves or others, and to keep trying until they are heard.			
		<ul> <li>keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and</li> </ul>			
		confidence needed to do so			
		where to get advice e.g. family, school and/or other sources			
		Physical Health and Mental Wellbeing			
		that there is a normal range of emotions (e.g. happiness,			
		sadness, anger, fear, surprise, nervousness) and scale of			
		emotions that all humans experience in relation to different experiences and situations			
		how to recognise and talk about their emotions, including			
		having a varied vocabulary of words to use when talking about			
		their own and others' feelings			
		how to judge whether what they are feeling and how they are			
		behaving is appropriate and proportionate			
		isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and			
		seek support			
		<ul> <li>that bullying (including cyberbullying) has a negative and often</li> </ul>			
		lasting impact on mental wellbeing			
		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)			
		how to consider the effect of their online actions on others and			
		know how to recognise and display respectful behaviour online			
		and the importance of keeping personal information private			
		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  where and how to report concerns and get support with issues			
		where and how to report concerns and get support with issues online			
Maple Class	The class talk about setting realistic	Relationships	Be able to describe their own	Know how to choose a realistic	realistic,
Spring 1	goals and how they can achieve	the importance of respecting others, even when they are very	achievements and the feelings	goal and think about how to	proud,
Dreams and Goals	them. They discuss perseverance	different from them (for example, physically, in character,	linked to this	achieve it	success,
	when they find things difficult as well as recognising their strengths as a	personality or backgrounds), or make different choices or have different preferences or beliefs	3		celebrate, achievement,
	learner. The children talk about	practical steps they can take in a range of different contexts to	<ul><li>a learner</li><li>Recognise how working with</li></ul>	<ul> <li>persevere</li> <li>Know how to recognise what</li> </ul>	goal,
	group work and reflect on who they	improve or support respectful relationships	others can be helpful	working together well looks like	strength, persevere,
	work well with and who they don't.	the conventions of courtesy and manners		3 13 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	challenge,
	work well with and who they don t.	the conventions of courtesy and manners		1	Page 20 of 95

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		<ul> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	•	Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling	•	Know what good group working looks like Know how to share success with other people	difficult, easy, learning together, partner, team work, product.
Spring 2 Healthy Me  they talk aborelationship healthy choin about things relaxed and about medicine how to use thave a go are they talk aborelationship healthy they have a go are they are the are they are the are they are the are they are they are they are they are they are the are the are the are they are they are the are th	out having a healthy with food and making ices. The children talk is that make them feel I stressed. They talk cines, how they work and them safely. The children it making healthy snacks iccuss why they are good dies.	Physical Health and Mental Wellbeing  that mental wellbeing is a normal part of daily life, in the same way as physical health  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing  the characteristics and mental and physical benefits of an active lifestyle  the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  the risks associated with an inactive lifestyle (including obesity)  how and when to seek support including which adults to speak to in school if they are worried about their health  what constitutes a healthy diet (including understanding calories and other nutritional content)	•	Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends	•	Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods given their bodies energy	healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.

		the feets about level and illa and beautiful autorians and			
Maple Class		the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking taking  the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			
Summer 1 Relationships	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unklind. The children also discuss people who can help them if they are worried or scared.	<ul> <li>Relationships</li> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>the importance of respecting others, even when they are very differen</li></ul>	<ul> <li>Can identify the different roles and responsibilities in their family</li> <li>Can recognise the value that families can bring</li> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</li> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	Know that everyone's family is different     Know that families function well when there is trust, respect, care, love and co-operation     Know that there are lots of forms of physical contact within a family     Know how to stay stop if someone is hurting them     Know some reasons why friends have conflicts     Know that friendships have ups and downs and sometimes change with time     Know how to use the Mending Friendships or Solve-it-together problem-solving methods     Know there are good secrets and worry secrets and worry secrets and worry secrets what trust is  Know what trust is	family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate.

Summer 2 Changing Me	Children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	<ul> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>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</li> <li>Relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe phys</li></ul>	Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year	Know that life cycles exist in nature     Know that aging is a natural process including old-age     Know that some changes are out of an individual's control     Know how their bodies have changed from when they were a baby and that they will continue to change as they age     Know the physical differences between male and female bodies     Know that private body parts are special and that no one has the right to hurt these     Know who to ask for help if they are worried or frightened     Know there are different types of touch and that some are acceptable and some are unacceptable	change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, Looking forward
		<ul> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own</li> </ul>			comfortable,

Sycamore Class	The children talk about being part of	Relationships	Identify the feelings associated	Know how individual attitudes and	included,
Autumn 1 Beina Me in My	a team. They talk about attitudes and actions and their effects on the	how important friendships are in making us feel happy and secure, and how people choose and make friends	<ul> <li>with being included or excluded</li> <li>Can make others feel valued and</li> </ul>	actions make a difference to a class	excluded, welcome.
World	whole class. The children learn	the characteristics of friendships, including mutual respect,	included	Know about the different roles in	valued,
	about their school and its	truthfulness, trustworthiness, loyalty, kindness, generosity, trust,	Be able to take on a role in a	the school community	team,
	community, who all the different	sharing interests and experiences and support with problems	group discussion / task and	Know their place in the school	charter,
	people are and what their roles are.	and difficulties	contribute to the overall outcome	community	role,
	They discuss democracy and link this to their own School Council,	that healthy friendships are positive and welcoming towards	Can make others feel cared for	Know what democracy is (applied	job description, school community,
	what its purpose is and how it works.	others, and do not make others feel lonely or excluded how to recognise who to trust and who not to trust, how to judge	and welcomed     Recognise the feelings of being	to pupil voice in school)  Know that their own actions affect	responsibility,
	The children talk about group work,	when a friendship is making them feel unhappy or	Recognise the feelings of being motivated or unmotivated	themselves and others	rights,
	the different roles people can have,	uncomfortable, managing conflict, how to manage these	Understand why the school	Know how groups work together	democracy,
	how to make positive contributions,	situations and how to seek help or advice from others, if needed	community benefits from a	to reach a consensus	democratic,
	how to make collective decisions and how to deal with conflict. They	the importance of respecting others, even when they are very	Learning Charter	Know that having a voice and	reward, consequence,
	also talk about considering other	different from them (for example, physically, in character, personality or backgrounds), or make different choices or have	Be able to help friends make	democracy benefits the school	decisions,
	people's feelings.	different preferences or beliefs	positive choices Know how to regulate my emotions	community	voting,
		practical steps they can take in a range of different contexts to	Trilow flow to regulate my emotions		authority,
		improve or support respectful relationships			Learning Charter, contribution, observer,
		the conventions of courtesy and manners			contribution, observer,
		that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due			UN Convention on
		respect to others, including those in positions of authority			Rights of Child
		the importance of permission seeking and giving in			(UNCRC).
		relationships with friends, peers and adults			
		what sorts of boundaries are appropriate in friendships with			
		peers and others (including in a digital context)  Physical Health and Mental Wellbeing			
		that there is a normal range of emotions (e.g. happiness,			
		sadness, anger, fear, surprise, nervousness) and scale of			
		emotions that all humans experience in relation to different			
		experiences and situations			
		how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking abo			
Sycamore	The children talk about judging	Relationships	Try to accept people for who they	Know that sometimes people	character,
Autumn 2	people by their appearance, first	how to recognise who to trust and who not to trust, how to judge	are	make assumptions about a person	assumption,
Celebrating	impressions and what influences	when a friendship is making them feel unhappy or	<ul> <li>Identify influences that have</li> </ul>	because of the way they look or	judgement,
Difference	their thinking on what is normal.	uncomfortable, managing conflict, how to manage these	made them think or feel	act	surprised,
	They talk about bullying, including online bullying and what to do if they	situations and how to seek help or advice from others, if needed the importance of respecting others, even when they are very	positively/negatively about a situation	Know there are influences that can affect how we judge a person	different, appearance, accept,
	suspect or know that it is taking	different from them (for example, physically, in character.	Identify feelings that a bystander	or situation	influence,
	place. They discuss the pressures of	personality or backgrounds), or make different choices or have	might feel in a bullying situation	Know that some forms of bullying	opinion,
	being a witness and why some	different preferences or beliefs	<ul> <li>Identify reasons why a bystander</li> </ul>	are harder to identify e.g. tactical	attitude,
	people choose to join in or choose to not tell anyone about what they have	practical steps they can take in a range of different contexts to	might join in with bullying	ignoring, cyber-bullying	bullying, friend,
	seen. The children talk about their	improve or support respectful relationships  the importance of self-respect and how this links to their own	Revisit the 'Solve it together' technique to practise conflict and	Know what to do if they think bullying is, or might be taking	secret,
	own uniqueness and what is special	happiness	bullying scenarios	place	deliberate,
	about themselves. They talk about	that in school and in wider society they can expect to be treated	Identify their own uniqueness	Know the reasons why witnesses	on purpose,
	first impressions and when their own first impressions of someone have	with respect by others, and that in turn they should show due	Be comfortable with the way they	sometimes join in with bullying	bystander,
	changed.	respect to others, including those in positions of authority	look	and don't tell anyone	witness, bully,
		about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily)	Identify when a first impression  they had were right or wrong	Know that first impressions can change	problem solve,
		reporting bullying to an adult) and how to get help	<ul> <li>they had was right or wrong</li> <li>Be non-judgemental about others</li> </ul>	change	cyber bullying,
		that people sometimes behave differently online, including by	who are different		text message,
		pretending to be someone they are not			website, troll,
		that the same principles apply to online relationships as to face-			special,
		to-face relationships, including the importance of respect for others online including when we are anonymous			unique,
		the rules and principles for keeping safe online, how to			physical features,
		recognise risks, harmful content			impression,
<u> </u>		,			

Sycamore Spring 1 Dreams and Goals	The children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	<ul> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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)</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>Relationships</li> <li>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</li> <li>the conventions of courtesy and manners</li> <li>that in school and in wider society they can expect to be treated with respect</li></ul>	dreams and the feelings associated with these  Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge  Know ho successf	goal, determination, perseverance, resilience, positive attitude, disappointment we to make a new plan new goals even if they en disappointed we to work out the steps d to take to achieve a  we to work as part of a ul group ve to share in the success  at reflecting on positive perseverance, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation,
		having a varied vocabulary of words to use when talking about their own and others' feelings	Can share their success with others     Can store feelings of success (in their internal treasure chest) to be used at another time  Know how of a group	commitment, enterprise, design, cooperation, success, celebrate, evaluate.
Sycamore Class Spring 2 Healthy Me	The class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most.	Relationships     how important friendships are in making us feel happy and secure, and how people choose and make friends)     the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	have about their friends and different friendship groups  Recognise how different people and groups they interact with impact on them  groups a fit into the Know who most Know who most Know that	w different friendship re formed and how they em iich friends they value iith triends they value at there are leaders and in groups  friendship, emotions, healthy, relationships, friendship groups, value, roles, leader,

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	The class also look at smoking and	•	that healthy friendships are positive and welcoming towards	Recognise negative feelings in	•	Know that they can take on	follower,
	its effects on health, they do the	1	others, and do not make others feel lonely or excluded	peer pressure situations		different roles according to the	assertive,
	same with alcohol and then look at	•	that most friendships have ups and downs, and that these can	Can identify the feelings of		situation	agree,
	the reasons why people might drink or smoke. Finally, they talk about		often be worked through so that the friendship is repaired or	anxiety and fear associated with	•	Know the facts about smoking and	disagree,
	peer pressure and how to deal with		even strengthened, and that resorting to violence is never right)	peer pressure		its effects on health	smoking, pressure,
	it.	•	how to recognise who to trust and who not to trust, how to judge	Can tap into their inner strength and knowhow to be assertive	•	Know some of the reasons some	peers,
	it.		when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these	knownow to be assertive	_	people start to smoke	quilt,
			situations and how to seek help or advice from others, if needed		•	Know the facts about alcohol and its effects on health, particularly	advice,
		١.	the importance of respecting others, even when they are very			the liver	alcohol,
		•	different from them (for example, physically, in character,			Know some of the reasons some	liver,
			personality or backgrounds), or make different choices or have		•	people drink alcohol	disease,
			different preferences or beliefs			Know ways to resist when people	anxiety,
			practical steps they can take in a range of different contexts to		ľ	are putting pressure on them	fear,
			improve or support respectful relationships			Know what they think is right and	believe,
		•	the conventions of courtesy and manners			wrong	assertive,
		•	the importance of self-respect and how this links to their own			eg	opinion,
		1	happiness				right,
		•	that in school and in wider society they can expect to be treated				wrong.
			with respect by others, and that in turn they should show due				
		1	respect to others, including those in positions of authority				
		•	the importance of permission seeking and giving in				
			relationships with friends, peers and adults				
		•	that people sometimes behave differently online, including by				
			pretending to be someone they are not				
		•	that the same principles apply to online relationships as to face-				
			to-face relationships, including the importance of respect for				
			others online including when we are anonymous				
		•	the rules and principles for keeping safe online, how to				
			recognise risks, harmful content and contact, and how to report				
			them				
		•	what sorts of boundaries are appropriate in friendships with				
			peers and others (including in a digital context				
		•	how to recognise and report feelings of being unsafe or feeling				
			bad about any adult how to ask for advice or help for themselves or others, and to				
		•	keep trying until they are heard				
			how to report concerns or abuse, and the vocabulary and				
		•	confidence needed to do so				
			where to get advice e.g. family, school and/or other sources				
		Phy	sical Health and Mental Wellbeing				
			that mental wellbeing is a normal part of daily life, in the same				
			way as physical health				
		•	that there is a normal range of emotions (e.g. happiness,				
			sadness, anger, fear, surprise, nervousness) and scale of				
			emotions that all humans experience in relation to different				
			experiences and situations				
		•	how to recognise and talk about their emotions, including				
			having a varied vocabulary of words to use when talking about				
			their own and others' feelings				
		•	how to judge whether what they are feeling and how they are				
			behaving is appropriate and proportionate				
		•	how and when to seek support including which adults to speak				
			to in school if they are worried about their health				
		•	the characteristics of a poor diet and risks associated with				
			unhealthy eating (including, for example, obesity and tooth				
			decay) and other behaviours (e.g. the impact of alcohol on diet				
			or health)				

		the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking
		how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
Sycamore Class Summer 1 Relationships	Learning starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable	Relationships the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others it lives to the committee of the com

Sycamore Class Summer 2 Changing Me	This unit looks at the feelings associated with change and how to manage these. Children are introduced to the Circle of Change model as a strategy for managing future changes.	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)  it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough  Relationships  that families are important for children growing up because they can give love, security and stability  the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives  that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  about 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  that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are	Can appreciate their own uniqueness and that of others Can express any concerns they have about change Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change	Know that personal characteristics are inherited from birth parents     Know that personal hygiene is important     Know that change is a normal part of life and that some cannot be controlled and have to be accepted     Know that change can bring about a range of different emotions	personal, unique, characteristics, parents, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.
Beech Class Autumn 1 Being Me in My World	The children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.	Relationships     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     practical steps they can take in a range of different contexts to improve or support respectful relationships     the conventions of courtesy and manners     the importance of self-respect and how this links to their own happiness     that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing     that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations     how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Know how to face new challenges positively     Understand how to set personal goals     Understand the rights and responsibilities associated with being a citizen in the wider community and their country     Know how an individual's behaviour can affect a group and the consequences of this     Understand how democracy and having a voice benefits the school community     Understand how to contribute towards the democratic process	goals, worries, fears, value, welcome, choice, Ghana, West Africa, cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, choices, behaviour, responsibilities, rewards, consequences, empathise, Learning Charter, obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation,

		<ul> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>					motivation, democracy, decision, proud.
Beech Class Autumn 2 Celebrating Difference	The class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.	<ul> <li>Relationships</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to judge whether what they are feeling an</li></ul>	•	Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices  Be able to support children who are being bullied  Appreciate the value of happiness regardless of material wealth  Develop respect for cultures different from their own	• • • • •	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, indirect, direct, happiness, developing world, celebration, artefacts, display, presentation
Beech Class Spring 1 Dreams and Goals	The class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than	Relationships     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	•	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs	•	Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know	dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary,

others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Reflect on the differences	<ul> <li>Know that different jobs pay more money than others</li> <li>Know the types of job they might like to do when they are older</li> <li>Know that young people from different cultures may have different dreams and goals</li> <li>Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>Know ways that they can support young people in their own culture and abroad</li> </ul>	contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference
Spring 2 Healthy Me  The class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	<ul> <li>Relationships</li> <li>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</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and</li></ul>	about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older  Recognise strategies for resisting pressure  Can identify ways to keep themselves calm in an emergency  Can reflect on their own body image and know how important it is that this is positive  Accept and respect themselves for who they are  Respect and value their own bodies  Be motivated to keep themselves healthy and happy	Know the health risks of smoking     Know how smoking tobacco     affects the lungs, liver and heart     Know some of the risks linked to     misusing alcohol, including     antisocial behaviour     Know basic emergency     procedures including the recovery     position     Know how to get help in     emergency situations     Know that the media, social media     and celebrity culture promotes     certain body types     Know the different roles food can     play in people's lives and know     that people can develop eating     problems / disorders related to     body image pressure     Know what makes a healthy     lifestyle	choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, opinion, fact, motivation.

Beech Class Summer 1 Relationships	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming	<ul> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>the importance of respecting others, even when they are very different preferences or beliefs</li> <li>personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	sonal attributes, lities, irracteristics, self- eem, unique, enparison, negative -talk, social media, ne, community, y, positive, jative, safe, rights, ponsibilities, social work, gaming, ence, grooming, ence, grooming, ing, trustworthy, ropriate, screen e, physical health, ntal health, off-line, ial, peer pressure, jences, personal irmation, swords, privacy, ings, profile,
	limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe.	the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  the importance of permission seeking and giving in relationships with friends, peers and adults  that people sometimes behave differently online, including by pretending to be someone they are not  that the same principles apply to online relationships, including when we are anonymous	ence, grooming, , gambling, ting, trustworthy, propriate, screen e, physical health, ntal health, off-line, ial, peer pressure, uences, personal urmation, swords, privacy,

about 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
how to recognise and report feelings of being unsafe or feeling
bad about any adult
how to ask for advice or help for themselves or others, and to
keep trying until they are heard
how to report concerns or abuse, and the vocabulary and     applidance procedulate do as
confidence needed to do so
• where to get advice e.g
Physical Health and Mental Wellbeing
that mental wellbeing is a normal part of daily life, in the same     way as physical health
that there is a normal range of emotions (e.g. happiness,
sadness, anger, fear, surprise, nervousness) and scale of
emotions that all humans experience in relation to different
experiences and situations
how to recognise and talk about their emotions, including
having a varied vocabulary of words to use when talking about
their own and others' feelings
how to judge whether what they are feeling and how they are
behaving is appropriate and proportionate
the benefits of physical exercise, time outdoors, community
participation, voluntary and service based activity on mental
wellbeing and happiness
isolation and loneliness can affect children and that it is very
important for children to discuss their feelings with an adult and
seek support
that bullying (including cyberbullying) has a negative and often
lasting impact on mental wellbeing
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)
it is common for people to experience mental ill health. For
many people who do, the problems can be resolved if the right
support is made available, especially if accessed early enough
that for most people the internet is an integral part of life and
has many benefits
about the benefits of rationing time spent online, the risks of
excessive time spent on electronic devices and the impact of
positive and negative content online on their own and others'
mental and physical wellbeing
how to consider the effect of their online actions on others and
know how to recognise and display respectful behaviour online
and the importance of keeping personal information private
why social media, some computer games and online gaming, for example, are age restricted
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
how to be a discerning consumer of information online including
understanding that information, including that from search
engines, is ranked, selected and targeted
where and how to report concerns and get support with issues     antice.
online
the importance of sufficient good quality sleep for good health  and that a leaf of sleep and a first weight and a filling to
and that a lack of sleep can affect weight, mood and ability to
learn

#### Beech Class Summer 2 Changing Me

The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and female. Children look at what becoming a teenager means for them with an increase in freedom. rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

#### Relationships

- the importance of self-respect and how this links to their own happiness
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

#### **Physical Health and Mental Wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- the characteristics and mental and physical benefits of an active lifestyle
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

- Can celebrate what they like about their own and others' selfimage and body-image
- Can suggest ways to boost selfesteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
- Can ask questions about puberty to seek clarification
- Can express how they feel about becoming a teenager
- Can say who they can talk to if concerned about becoming a teenager/adult

- Know what perception means and that perceptions can be right or wrong
- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- Know that some people need help to conceive and might use IVF
- Know that becoming a teenager involves various changes and also brings growing responsibility

body-image, selfimage, characteristics, looks, personality, perception, selfesteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's Apple, scrotum, denitals. hair, broader, wider. sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone. circumcised. uncircumcised, foreskin, ovaries, egg (Ovum), period, fertilised, unfertilised. conception, having sex, sexual intercourse, making love, embryo. umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness. legal, laws, responsible, teenager, responsibilities, rights.

## **YEAR C (2024-2025)**

#### Subject - RSHE LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

# EYFS Communication and Language Listening, Attention and Understanding

 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

# Understanding the World Past and Present

Talk about the lives of the people around them and their roles in society

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

#### Literacy Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate where appropriate key events in stories

- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in backand-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

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.

 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.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Building Relationships**

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### Word Reading

 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

Write simple phrases and sentences that can be read by others.

Year Group	Rationale for Unit of Learning	Social and Emotional Skills	Essential Knowledge	Vocabulary
Willows Class Autumn 1 Being Me in My World  Willows Class Autumn 2 Celebrating Difference	Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.  Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting  Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families	Know special things about themselves     Know that some people are different     from themselves     Know how happiness and sadness can be expressed     Know that hands can be used kindly and unkindly     Know that being kind is good Know they have a right to learn and play, safely and happily      Know what being proud means and that people can be proud of different things     Know that people can be good at different things     Know what being unique means     Know that families can be different     Know that people have different homes and why they are important to them     Know different ways of making friends	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns different, special, proud, friends, kind, same, similar, happy, sad.
Willows Class Spring 1 Dreams and Goals	Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	Identify and use skills to make a friend     Identify and use skills to stand up for themselves     Recognise emotions when they or someone else is upset, frightened or angry      Understand that challenges can be difficult     Recognise some of the feelings linked to perseverance     Talk about a time that they kept on trying and achieved a goal     Be ambitious     Resilience	Know different ways to stand up for myself     Know the names of some emotions such as happy, sad, frightened, angry     Know that they don't have to be 'the same as' to be a friend     Know why having friends is important Know some qualities of a positive friendship     Know what a challenge is     Know that it is important to keep trying     Know what a goal is     Know how to set goals and work towards them     Know which words are kind Know some jobs that they might like to do when they are older	dream, goal, challenge, job, ambition, perseverance, achievement, happy,

Willows Class Spring 2 Healthy Me	Children learn about their bodies; the naparts as well as how to stay healthy. The and that some foods are healthier than the importance of sleep and what they themselves get to sleep. They talk abouwhy it is important. The class also discuand what they should do if approached don't know.	ney talk about food others. They discuss can do to help ut hand washing and uss stranger danger	Recognise how kind words can encourage people     Feel proud     Celebrate success     Recognise how exercise makes them feel     Recognise how different foods can make them feel     Can explain what they need to do to stay health     Can give examples of healthy food     Can explain how they might feel if they don't ge enough sleep Can explain what to do if a stranger approaches them	thy et	Know that they must work to be able to achieve the job to are older     Know when they have achieved at the Know when they have achieved at the Know the names for some to Know what the word 'health'     Know some things that they healthy     Know that they need to exe that sleep is good for them that sleep is good for them thow when and how to waproperly     Know what to do if they get Know how to say No to strangers	hey want when they a goal parts of their body ny' means y need to do to keep ercise to keep healthy ves go to sleep and sh their hands	kind, encourage  healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.	
Willows Class Summer 1 Relationships	Children are introduced to the key relatilives. They learn about families and the people can have in a family. They explothey have and what makes a good frien introduced to simple strategies they car friendships. The children also learn about Me and how they can use this when feether the control of the co	different roles ore the friendships id. They are n use to mend out Jigsaw's Calm elling upset or angry.	Can identify what jobs they do in their family ar those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset		Know what a family is     Know that different people different responsibilities (joi     Know some of the character safe friendship     Know that friends sometime     Know some ways to mend     Know that unkind words car and they can hurt     Know how to use Jigsaw's feeling angry	bs) Pristics of healthy and es fall out a friendship n never be taken back Calm Me to help when	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	
Willows Class Summer 2 Changing Me	Children are encouraged to think about changed from being a baby and what m in the future. They learn that our bodies older in lots of different ways. Children change can bring about positive and ne that sharing these can help. They also memories can have in managing change	nay change for them s change as we get understand that egative feelings, and consider the role that	Can identify how they have changed from a ball Can say what might change for them they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home	<i>'</i>	Know the names and function the body     Know that we grow from bation of the second of the sec	aby to adult are feeling worried y feel can help solve a	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.	
Year Group Maple Class	Rationale for Unit of Learning Children discuss rights and	Key Content from N Relationships	lational Curriculum		/Processes Understanding that they are	<ul> <li>Essential Knowledge</li> <li>Understand the r</li> </ul>		Vocabulary safe,
Autumn 1 Being Me in My World	responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.	<ul> <li>how important secure, and ho</li> <li>that healthy frie others, and do</li> <li>the importance</li> </ul>	endships are positive and welcoming towards	• U	Understanding that they are special Understand that they are safe in their class identifying helpful behaviours to make the class a safe place	Understand the responsibilities of a class     Understand that are important     Understand that have consequence.	f a member of their views their choices	sale, special, calm, belonging, special, rights, responsibilities, Learning Charter,

		personality or backgrounds), or make different choices or have different preferences or beliefs  the conventions of courtesy and manners  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Identify what it's like to feel proud of an achievement     Recognise feelings associated with positive and negative consequences     Understand that they have choices	Understand their own rights and responsibilities with their classroom	Jigsaw Charter, rewards, proud, consequences, upset, disappointed, illustration.
Maple Class Autumn 2 Celebrating Difference	The class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.	<ul> <li>Relationships</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to report concerns or abuse, and the vocabulary and confidence need</li></ul>	Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Know that people have differences and similarities     Know what bullying means     Know who to tell if they or someone else is being bullied or is feeling unhappy     Know skills to make friendships     Know that people are unique and that it is OK to be different	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique.

		emotions that all humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having			
Maple Class Spring 1 Dreams and Goals	The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	<ul> <li>a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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)</li> <li>Relationships</li> <li>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</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future	Know how to set simple goals     Know how to achieve a goal     Know how to work well with a partner     Know that tackling a challenge can stretch their learning     Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them     Know when a goal has been achieved	proud, success, achievement, goal, treasure, coins, goal, learning, stepping-stones, process, working together, team work, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals.
Maple Class Spring 2 Healthy Me	The class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.	Relationships the importance of self-respect and how this links to their own happiness Physical Health and Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling	Feel good about themselves when they make healthy choices     Realise that they are special     Keep themselves safe     Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy	Know the difference between being healthy and unhealthy     Know some ways to keep healthy     Know how to make healthy lifestyle choices     Know how to keep themselves clean and healthy     Know that germs cause disease / illness     Know that all household products, including medicines, can be harmful if not used properly     Know that medicines can help them if they feel poorly     Know how to keep safe when crossing the road     Know about people who can keep them safe	healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, Green Cross Code, eyes, ears, look, listen, wait.

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Maple Class Summer 1 Relationships	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	to school, a daily active mile or other forms of regular, vigorous exercise  how and when to seek support including which adults to speak to in school if they are worried about their health  what constitutes a healthy diet (including understanding calories and other nutritional content)  the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)  the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  Relationships  that families are important for children growing up because they can give love, security and stability  the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives  that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  how important friendships are in making us feel happy and secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive an	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship	Know that everyone's family is different     Know that there are lots of different types of families     Know that families are founded on belonging, love and care     Know how to make a friend     Know the characteristics of healthy and safe friends     Know that physical contact can be used as a greeting     Know about the different people in the school community and how they help     Know who to ask for help in the school community	family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate.
		<ul> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>			

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Maple Class Summer 2 Changing Me	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	<ul> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>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)</li> <li>Relationships</li> <li>that families are important for children growing up because they can give love, security and stability</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>what sorts of boundaries are appropriate in f</li></ul>	Understand and accept that change is a natural part of getting older     Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)     Can express why they enjoy learning     Can suggest ways to manage change e.g. moving to a new class	Know that animals including humans have a life cycle     Know that changes happen when we grow up     Know that people grow up at different rates and that is normal     Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these     Know who to ask for help if they are worried or frightened     Know that learning brings about change	changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, learn, new, grow, feelings, anxious, worried, excited, coping.

Sycamore Class Autumn 1 Being Me in My World	The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others.	<ul> <li>Relationships</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively	Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co- Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong
Sycamore Class	The class learn about families, that	varied vocabulary of words to use when talking about their own and others' feelings  Relationships	Be able to show appreciation	Know why families are	Family, Loving,
Autumn 2 Celebrating Difference	they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they took about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.	<ul> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 2 (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	Be able to show appreciation for their families, parents and carers     Use the 'Solve it together' technique to calm and resolve conflicts with friends and family     Empathise with people who are bullied     Employ skills to support someone who is bullied     Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary     Be able to recognise, accept and give compliments     Recognise feelings associated with receiving a compliment	Now that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences	Caring, Safe, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

 <u> </u>
that most friendships have ups and downs, and that these can
often be worked through so that the friendship is repaired or even
strengthened, and that resorting to violence is never right
how to recognise who to trust and who not to trust, how to judge
when a friendship is making them feel unhappy or uncomfortable,
managing conflict, how to manage these situations and how to
seek help or advice from others, if needed
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
practical steps they can take in a range of different contexts to
improve or support respectful relationships
the conventions of courtesy and manners  the inventors of court and heavy this links to the income.
the importance of self-respect and how this links to their own
happiness
that in school and in wider society they can expect to be treated  with respect by others, and that in turn they should about due.
with respect by others, and that in turn they should show due
respect to others, including those in positions of authority
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily
reporting bullying to an adult) and how to get help
what a stereotype is, and how stereotypes can be unfair, negative
or destructive
that people sometimes behave differently online, including by
pretending to be someone they are not
that the same principles apply to online relationships as to face-
to-face relationships, including the importance of respect for
others online including when we are anonymous
how to critically consider their online friendships and sources of
information including awareness of the risks associated with
people they have never met
what sorts of boundaries are appropriate in friendships with peers
and others (including in a digital context)
how to ask for advice or help for themselves or others, and to
keep trying until they are heard
how to report concerns or abuse, and the vocabulary and
confidence needed to do so
where to get advice e.g. family, school and/or other sources
Physical Health and Mental Wellbeing
hat there is a normal range of emotions (e.g. happiness, sadness,
anger, fear, surprise, nervousness) and scale of emotions that all
humans experience in relation to different experiences and
situations
how to recognise and talk about their emotions, including having
a varied vocabulary of words to use when talking about their own
and others' feelings
how to judge whether what they are feeling and how they are
behaving is appropriate and proportionate
isolation and loneliness can affect children and that it is very
important for children to discuss their feelings with an adult and
seek support
that bullying (including cyberbullying) has a negative and often  lasting impact on montel wellbeing.
lasting impact on mental wellbeing
where and how to seek support (including recognising the triggers  for eachier support) including when in calculations the support in calculations are supported to the support of th
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)
albility of lilling)

Sycamore Class Spring 1 Dreams and Goals	The class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.	<ul> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>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</li> <li>Relationships         <ul> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> </ul> </li> <li>Physical Health and Mental Wellbeing         <ul> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> </li> </ul>	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Know about specific people who have overcome difficult challenges to achieve success     Know what dreams and ambitions are important to them     Know how they can best overcome learning challenges     Know that they are responsible for their own learning     Know what their own strengths are as a learner     Know what an obstacle is and how they can hinder achievement     Know how to take steps to overcome obstacles     Know how to evaluate their own learning progress and identify how it can be better next time	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
Sycamore Class Spring 2 Healthy Me	The class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.	Relationships the importance of self-respect and how this links to their own happiness that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to faceto-face relationships, including the importance of respect for others online including when we are anonymous the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met information and data is shared and used online what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about 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 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know how to recognise and report feelings of being unsafe or feeling bad about any adult how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice e.g. family, school and/or other sources Physical Health and Mental Wellbeing	Able to set themselves a fitness challenge     Recognise what it feels like to make a healthy choice     Identify how they feel about drugs     Can express how being anxious or scared feels     Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do	Know how exercise affects their bodies     Know why their hearts and lungs are such important organs     Know that the amount of calories, fat and sugar that they put into their bodies will affect their health     Know that there are different types of drugs     Know that there are things, places and people that can be dangerous     Know a range of strategies to keep themselves safe     Know when something feels safe or unsafe     Know that their bodies are complex and need taking care of	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

		•	that mental wellbeing is a normal part of daily life, in the same					
			way as physical health					
		•	that there is a normal range of emotions (e.g. happiness,					
			sadness, anger, fear, surprise, nervousness) and scale of					
			emotions that all humans experience in relation to different experiences and situations					
			how to recognise and talk about their emotions, including having					
		-	a varied vocabulary of words to use when talking about their own					
			and others' feelings					
		•	the benefits of physical exercise, time outdoors, community					
			participation, voluntary and service based activity on mental					
			wellbeing and happiness					
		•	simple self-care techniques, including the importance of rest, time					
			spent with friends and family and the benefits of hobbies and interests					
			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)					
		•	that for most people the internet is an integral part of life and has					
			many benefits					
		•	where and how to report concerns and get support with issues online					
			the characteristics and mental and physical benefits of an active					
		-	lifestyle					
		•	the importance of building regular exercise into daily and weekly					
			routines and how to achieve this; for example, walking or cycling					
			to school, a daily active mile or other forms of regular, vigorous					
			exercise					
		:	the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to					
		•	in school if they are worried about their health					
		•	what constitutes a healthy diet (including understanding calories and other nutritional content)					
			the principles of planning and preparing a range of healthy meals					
		•	the characteristics of a poor diet and risks associated with					
			unhealthy eating (including, for example, obesity and tooth decay)					
			and other behaviours (e.g. the impact of alcohol on diet or health					
		•	the facts about legal and illegal harmful substances and					
			associated risks, including smoking, alcohol use and drug-taking					
		•	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to					
			learn					
		• h	ow to make a clear and efficient call to emergency services if					
			ecessary					
Sycamore Class Summer 1	Children revisit family relationships		ationships	•	Can identify the responsibilities	•	Know that different family	Men, Women,
Relationships	and identify the different expectations and roles that exist	•	that families are important for children growing up because they can give love, security and stability		they have within their family Can use Solve-it-together in a		members carry out different roles or have different	Unisex, Male, Female,
	within the family home. They identify		the characteristics of healthy family life, commitment to each		conflict scenario and find a		responsibilities within the	Stereotype,
	why stereotypes can be unfair and		other, including in times of difficulty, protection and care for		win-win outcome		family	Career, Job, Role,
	may not be accurate e.g. Mum is the		children and other family members, the importance of spending	•	Know how to access help if	•	Know that gender stereotypes	Responsibilities,
	carer, Dad goes to work. They also		time together and sharing each other's lives		they are concerned about		can be unfair e.g. Mum is	Respect,
	look at careers and why stereotypes can be unfair in this context. They	•	that others' families, either in school or in the wider world,		anything on social media or the		always the carer, Dad always goes to work etc	Differences, Similarities,
	learn that families should be founded		sometimes look different from their family, but that they should respect those differences and know that other children's families	١.	internet Can empathise with people		goes to work etc  Know some of the skills of	Conflict, Win-win,
	on love, respect, appreciation, trust		are also characterised by love and care		from other countries who may	-	friendship, e.g. taking turns,	Solution, Solve-it-
	and cooperation. Children are	•	that stable, caring relationships, which may be of different types,		not have a fair job/ less		being a good listener	together, Problem-
	reminded about the solve-it together		are at the heart of happy families, and are important for children's		fortunate Understand that they		- <del>-</del>	solve, Internet,
	technique for negotiating conflict		security as they grow up		are connected to the global	<u> </u>		Social media,

situations and the concept of a win- win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.	secure, and how people choose and make friends  the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.	community in many different ways  Can identify similarities in children's rights around the world  Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Know some strategies for keeping themselves safe online     Know how some of the actions and work of people around the world help and influence my life     Know that they and all children have rights (UNCRC)     Know the lives of children around the world can be different from their own	Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.

that mental wellbeing is a normal part of daily life, in the same way as physical health

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Sycamore Class Summer 2 Changing Me	The Unit begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. Children discuss how they feel about growing up and there are opportunities for them to seek reassurance if anything is worrying them.	<ul> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>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</li> <li>that for most people the internet is an integral part of life and has many benefits</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>where and how to report concerns and get support with issues online</li> <li>Relationships</li> <li>that families are important for children growing up because they can give love, security and stability 1 1 5 1,2 (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children's families, either in school or in the wider world, sometimes l</li></ul>	Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about	Know that in animals and humans lots of changes happen between conception and growing up     Know that in nature it is usually the female that carries the baby     Know that babies need love and care from their parents/carers     Know some of the changes that happen between being a baby and a child	Changes, Birth, Animals, Babies, Mother, growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care, Control, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

Beech Class Autumn 1 Being Me in My World	The children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.	Relationships  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the conventions of courtesy and manners  the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Know how to face new challenges positively     Understand how to set personal goals     Understand the rights and responsibilities associated with being a citizen in the wider community and their country     Know how an individual's behaviour can affect a group and the consequences of this     Understand how democracy and having a voice benefits the school community     Understand how to contribute towards the democratic process	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.
Beech Class Autumn 2 Celebrating Difference	The class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.	Relationships  that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  what a stereotype is, and how stereotypes can be unfair, negative or destructive  how to recognise and report feelings of being unsafe or feeling bad about any adult	Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	Know what culture means     Know that differences in culture can sometimes be a source of conflict     Know what racism is and why it is unacceptable     Know that rumour spreading is a form of bullying on and offline     Know external forms of support in regard to bullying e.g. Childline     Know that bullying can be direct and indirect     Know how their life is different from the lives of children in the developing world	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name- calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

		how to ask for advice or help for themselves or others, and to			
		<ul> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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</li> </ul>			
Beech Class Spring 1 Dreams and Goals	The class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	Relationships  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  the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	Know that they will need money to help them to achieve some of their dreams     Know about a range of jobs that are carried out by people I know     Know that different jobs pay more money than others     Know the types of job they might like to do when they are older     Know that young people from different cultures may have different dreams and goals     Know that communicating with someone from a different culture means that they can learn from them and vice versa     Know ways that they can support young people in their own culture and abroad	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference
Beech Class Spring 2 Healthy Me	The class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships	Relationships  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  the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  what a stereotype is, and how stereotypes can be unfair, negative or destructive  what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency	Know the health risks of smoking     Know how smoking tobacco affects the lungs, liver and heart     Know some of the risks linked to misusing alcohol, including antisocial behaviour     Know basic emergency procedures including the recovery position     Know how to get help in emergency situations	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level- headed, Body image, Media, Social media, Celebrity, Altered,

	with food and how this can be linked to negative body image pressures.	<ul> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>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)</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cy</li></ul>	•	Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	•	Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle	Self-respect, Comparison, eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.
		necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries					
Beech Class Summer 1 Relationships	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive	Relationships     how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed     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	•	Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe	•	Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media,

and negative online/ social media contexts including gaming and social networking. They learn about age limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- the importance of permission seeking and giving in relationships with friends, peers and adults
- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to faceto-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about 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
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g

# Physical Health and Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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

- Can suggest strategies for staying safe online/ social media
- Can say how to report unsafe online / social network activity
- Can identify when an online game is safe or unsafe

  Can august ways to marita
- Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks
- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
- Know how to stay safe when using technology to communicate with friends

Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities. Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy. Appropriate, Screen time. Physical health. Mental health. Offline, Social, Peer pressure. Influences. Personal information, Passwords. Privacy, Settings, Profile, SMARRT rules.

Beech Class Summer 2 Changing Me  The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and female. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.	<ul> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>that for most people the internet is an integral part of life and has many benefits</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>where and how to report concerns and get support with issues online</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>Relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the sam</li></ul>	Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about becoming a teenager Can say who they can talk to if concerned about becoming a teenager/adult	Know what perception means and that perceptions can be right or wrong     Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally     Know that sexual intercourse can lead to conception     Know that some people need help to conceive and might use IVF     Know that becoming a teenager involves various changes and also brings growing responsibility	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg
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the characteristics and mental and physical benefits of an active lifestyle key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	(Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilic cord, IVF, Foetu Contraception, Pregnancy, Menstruation,
	Sanitary produc Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness Legal, Laws, Responsible, Teenager, Responsibilities. Rights.

# **YEAR D (2025-2026)**

## Subject - RSHE LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.

Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
 Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Communication and Language
Listening, Attention and Understanding

#### Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

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.

# Understanding the World Past and Present

Talk about the lives of the people around them and their roles in society

#### PSEL

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## **Building Relationships**

# Literacy

# Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate where appropriate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

Write simple phrases and sentences that can be read by others.

Year Group Willows Class Autumn 1 Being Me in My World	Rationale for Unit of Learning  Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	Work and play cooperative others     Form positive attachments with peers     Show sensitivity to their or      Social and Emotional Skills     Identify feelings associated with belonging     Identify feelings of happiness and sadness     Skills to play cooperatively with others     Be able to consider others' feelings Be responsible in the setting	s to adults and friendships	Vocabulary kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns
Willows Class Autumn 2 Celebrating Difference	Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Identify feelings associated with being proud     Identify things they are good at     Be able to vocalise success for themselves and about others successes     Identify some ways they can be different and the same as others     Recognise similarities and differences between their family and other families     Identify and use skills to make a friend     Identify and use skills to stand up for themselves     Recognise emotions when they or someone else is upset, frightened or angry	Know what being proud means and that people can be proud of different things     Know that people can be good at different things     Know what being unique means     Know what families can be different     Know that families can be different homes and why they are important to them     Know different ways of making friends     Know different ways to stand up for myself     Know the names of some emotions such as happy, sad, frightened, angry     Know that they don't have to be 'the same as' to be a friend     Know some qualities of a positive friendship	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Willows Class Spring 1 Dreams and Goals	Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success	Know what a challenge is     Know that it is important to keep trying     Know what a goal is     Know how to set goals and work towards them     Know which words are kind Know some jobs that they might like to do when they are older     Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage
Willows Class Spring 2 Healthy Me	Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	Recognise how exercise makes them feel     Recognise how different foods can make them feel     Can explain what they need to do to stay healthy     Can give examples of healthy food     Can explain how they might feel if they don't get enough sleep	Know the names for some parts of their body     Know what the word 'healthy' means     Know some things that they need to do to keep healthy     Know that they need to exercise to keep healthy	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean,

Willows Class Summer 1 Relationships	in their lives. They lea different roles people explore the friendship makes a good friend. simple strategies they friendships. The childl	They are introduced to can use to mend ren also learn about d how they can use this	Can explain what to do if a stranger appetithem  Can identify what jobs they do in their from those carried out by parents/carers and Can suggest ways to make a friend or become who is lonely Can use different ways to mend a frience Can recognise what being angry feels left. Can use Calm Me when angry or upset.	amily and I siblings nelp dship ike	Know how to help themse sleep and that sleep is go     Know when and how to we hands properly     Know what to do if they ge Know how to say No to strangel     Know what a family is     Know what a family is     Know that different people have different responsibilition. Know some of the charact healthy and safe friendshile. Know that friends sometimely friendship     Know some ways to menofriendship     Know that unkind words cotaken back and they can healthy and some subjessaw's to help when feeling angry Know some reasons why others.	od for them ash their st lost s in a family ties (jobs) eristics of p nes fall out d a man never be murt is Calm Me	stranger, scared, trust.  family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	
Willows Class Summer 2 Changing Me	have changed from be change for them in the bodies change as we ways. Children unders about positive and ne	ged to think about how they eing a baby and what may a future. They learn that our get older in lots of different stand that change can bring gative feelings, and that p. They also consider the n have in managing	Can identify how they have changed from Can say what might change for them the older Recognise that changing class can illicity and/or sad emotions Can say how they feel about changing growing up Can identify positive memories from the year in school/ home	it happy	Know the names and fund some parts of the body     Know that we grow from be Know who to talk to if they worried     Know that sharing how the help solve a worry Know that remembering happy thelp us move on	aby to adult are feeling	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.	
	or Unit of Learning	Key Content from Nationa Relationships	al Curriculum	Skills/Pro	ocesses erstanding that they are special	Essential F		Vocabulary Safe, Special,
Autumn 1  Being Me in My World  responsibili consequence being speci everyone fe	responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.  • how important and how peop that healthy fri others, and do the importance different from personality or different prefe the convention that in school with respect to respect to othe		ourtesy and manners wider society they can expect to be treated rs, and that in turn they should show due cluding those in positions of authority		<ul> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Identify what it's like to feel proud of an achievement</li> </ul>		Island the rights and insibilities of a member lass rstand that their views aportant rstand that their eshave consequences stand their own rights sponsibilities with their own	Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

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Maple Class Autumn 2 Celebrating Difference	The class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.	how to recognise and talk about their emotions, including having a varied vocabilary of words to use when talking about their own and others feelings and how they are solution as apportant for children to discuss their feelings with an adult and seeks support.  Relationships  how to judge whether what they are feeling and how they are solution as apportant free children to discuss their feelings with an adult and seeks support.  Relationships  how important friendships are in making us feel happy and secure, and now people choose and make friends  how important friendships are in making us feel happy and secure, and now people choose and make friends  how important friendships are in making us feel happy and secure, and now people choose and make friends  how important friendships are under the same as their friendship and what the stand difficulties  how important friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most intradhaps have use and downs, and that these can the same as their friendship and what the stand the standard how being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is being builted might feel  Know ways to help a person who is deen the same and the standard how being builted might feel  Know ways to help a person who is deen the same of the attributes that make them unique and special  who is the possible who to two the standard who no to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing contlict, how to manage these situations and how to separate the properties of a being the s
		humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
		that bullying (including cyberbullying) has a negative and often     lasting impact on mental wellbeing

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Maple Class Spring 1 Dreams and Goals	The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	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)  Relationships     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     that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority     how to ask for advice or help for themselves or others, and to keep trying until they are heard  Physical Health and Mental Wellbeing     that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations     how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings     how to judge whether what they are feeling and how they are	Recognise things that they do well     Explain how they learn best     Celebrate an achievement with a friend     Recognise their own feelings when faced with a challenge     Recognise their own feelings when they are faced with an obstacle     Recognise how they feel when they overcome an obstacle     Can store feelings of success so that they can be used in the future	Know how to set simple goals     Know how to achieve a goal     Know how to work well with a partner     Know that tackling a challenge can stretch their learning     Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them     Know when a goal has been achieved	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.
Maple Class Spring 2 Healthy Me	The class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.	<ul> <li>behaving is appropriate and proportionate</li> <li>Relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy	Know the difference between being healthy and unhealthy     Know some ways to keep healthy     Know how to make healthy lifestyle choices     Know how to keep themselves clean and healthy     Know that germs cause disease / illness     Know that all household products, including medicines, can be harmful if not used properly     Know that medicines can help them if they feel poorly     Know how to keep safe when crossing the road     Know about people who can keep them safe	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

		the importance of sufficient good quality sleep for good health and	
		that a lack of sleep can affect weight, mood and ability to learn	
		bout personal hygiene and germs including bacteria, viruses, how	
		they are spread and treated, and the importance of handwashing	
Maple Class	Children's breadth of relationships is	Relationships  • Can express how it feels to be part of • Know that everyone's fam	ly Family, Belong,
Summer 1	widened to include people they may	that families are important for children growing up because they     a family and to care for family     is different	Same, Different,
Relationships	find in their school community. They	can give love, security and stability members • Know that there are lots of	
	consider their own significant	the characteristics of healthy family life, commitment to each     Can say what being a good friend different types of families	Friendship,
	relationships (family, friends and	other, including in times of difficulty, protection and care for means • Know that families are	Qualities, Caring,
	school community) and why these are	children and other family members, the importance of spending  • Can show skills of friendship founded on belonging, low	Sharing, Kind,
	special and important. As part of the	time together and sharing each other's lives  • Can identify forms of physical contact and care	Greeting, Touch,
	learning on healthy and safe relationships, children learn that touch	that others' families, either in school or in the wider world,     they prefer     Know how to make a frien	I I II.a Dialilia I I ala
	can be used in kind and unkind ways.	sometimes look different from their family, but that they should  • Can say no when they receive a  • Know the characteristics of the control of the characteristics of the control of the characteristics of the control of the characteristics of the char	Helpful,
	This supports later work on	respect those differences and know that other children's families are also characterised by love and care touch they don't like healthy and safe friends  • Can praise themselves and others  • Know that physical contact	Community
	safeguarding. Pupils also consider	Tallot and physical contact	Feelings,
	their own personal attributes as a	<ul> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's</li> <li>Can recognise some of their personal qualities</li> <li>Know about the different</li> </ul>	Confidence,
	friend, family member and as part of a	security as they grow up  • Can say why they appreciate a people in the school	Praise, Skills, Self-
	community, and are encouraged to	how important friendships are in making us feel happy and     special relationship     special relationship     community and how they	belief, Incredible,
	celebrate these.	secure, and how people choose and make friends help	Proud, Celebrate,
		the characteristics of friendships, including mutual respect,     Know who to ask for help in	Relationships,
		truthfulness, trustworthiness, loyalty, kindness, generosity, trust, the school community	Special, Appreciate.
		sharing interests and experiences and support with problems and	Appreciate.
		difficulties	
		that healthy friendships are positive and welcoming towards     there and do not make at here feel language and do not make at here feel language.	
		others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can	
		often be worked through so that the friendship is repaired or even	
		strengthened, and that resorting to violence is never right	
		how to recognise who to trust and who not to trust, how to judge	
		when a friendship is making them feel unhappy or uncomfortable,	
		managing conflict, how to manage these situations and how to	
		seek help or advice from others, if needed	
		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  practical steps they can take in a range of different contexts to	
		improve or support respectful relationships	
		the conventions of courtesy and manners	
		the importance of self-respect and how this links to their own	
		happiness	
		that in school and in wider society they can expect to be treated	
		with respect by others, and that in turn they should show due	
		respect to others, including those in positions of authority	
		the importance of permission seeking and giving in relationships	
		with friends, peers and adults	
		what sorts of boundaries are appropriate in friendships with peers  and others (in the line in a district learness)	
		and others (including in a digital context)  • about the concept of privacy and the implications of it for both	
1		about 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	
		that each person's body belongs to them, and the differences	
		between appropriate and inappropriate or unsafe physical, and	
		other, contact	
		how to respond safely and appropriately to adults they may	
		encounter (in all contexts, including online) whom they do not	
		know	
		how to ask for advice or help for themselves or others, and to	
		keep trying until they are heard	

		where to get advice e.g. family, school and/or other sources.					
Maple Class Summer 2 Changing Me	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	where to get advice e.g. family, school and/or other sources Physical Health and Mental Wellbeing     that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations     how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings     simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests     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)  Relationships     that families are important for children growing up because they can give love, security and stability     how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed     the importance of self-respect and how this links to their own happiness     the importance of permission seeking and giving in relationships with friends, peers and adults     what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)     about 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     that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact     how to recognise and report feelings of being unsafe or feeling bad about any adult     where to get advice e.g. family, school and/or other sources Physical Health and Mental Wellbeing     that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervo	•	Understand and accept that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class	•	Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.
Sycamore Class	The children learn to recognise their	behaving is appropriate and proportionate  Relationships	-	Recognise self-worth	•	Understand that they are	Welcome, Valued,
Autumn 1	self-worth and identify positive things	how important friendships are in making us feel happy and	•	Identify personal strengths		important	Achievements,
Being Me in My	about themselves and their	secure, and how people choose and make friends	•	Be able to set a personal goal	•	Know what a personal goal	Proud, Pleased,
World	achievements. They talk about new challenges and how to face them with	<ul> <li>characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li> </ul>	•	Recognise feelings of happiness, sadness, worry and fear in		is Understanding what a	Personal Goal, Praise.
	positivity. The children talk about the	sharing interests and experiences and support with problems and		themselves and others		challenge is	Acknowledge,
	need for rules and how these relate to	difficulties	•	Make other people feel valued	•	Know why rules are needed	Affirm, Emotions,
	rights and responsibilities. They talk about choices and consequences,	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	•	Develop compassion and empathy		and how these relate to	Feelings, Nightmare, Fears,
	working collaboratively and seeing things from other people's points of view. The children talk about different	the importance of respecting others, even when they are very different from them (for example, physically, in character,	•	for others Be able to work collaboratively	•	choices and consequences Know that actions can affect others' feelings	Worries, Solutions, Support, Rights, Responsibilities,

feelings and the ability to re these feelings in themselve others.	different preferences or beliefs  practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority the importance of permission seeking and giving in relationships with friends, peers and adults that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) where to get advice e.g. family, school and/or other sources Physical Health and Mental Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings		Know that others may hold different views     Know that the school has a shared set of values	Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co- Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong
Sycamore Class Autumn 2 Celebrating Difference  The class learn about familithey are all different and the sometimes they fall out with other. The children talk about etchniques to calm themsel and discuss a technique call it together. The children reverse topic of bullying and talk about witness (bystander), they to how a witness has choices these choices can affect the that is taking place. The chil talk about using problem-sometechniques in bullying situated talk about name-calling and not to use hurtful words. The about giving and receiving compliments and the feeling associated with this.	Relationships  that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 2 (R6) how to recognise if family relationships are making	compliments  Recognise feelings associated with receiving a compliment	Know why families are important     Know that everybody's family is different     Know that sometimes family members don't get along and some reasons for this     Know that conflict is a normal part of relationships     Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do     Know that some words are used in hurtful ways and that this can have consequences	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

		•	practical steps they can take in a range of different contexts to					
			improve or support respectful relationships					
		•	the conventions of courtesy and manners					
		•	the importance of self-respect and how this links to their own					
			happiness					
		•	that in school and in wider society they can expect to be treated					
			with respect by others, and that in turn they should show due					
			respect to others, including those in positions of authority					
		•	about different types of bullying (including cyberbullying), the					
			impact of bullying, responsibilities of bystanders (primarily					
			reporting bullying to an adult) and how to get help					
		•	what a stereotype is, and how stereotypes can be unfair,					
			negative or destructive					
		•	that people sometimes behave differently online, including by					
			pretending to be someone they are not					
		•	that the same principles apply to online relationships as to face-					
			to-face relationships, including the importance of respect for					
			others online including when we are anonymous					
			how to critically consider their online friendships and sources of					
			information including awareness of the risks associated with					
			people they have never met					
		•	what sorts of boundaries are appropriate in friendships with peers					
			and others (including in a digital context)					
			how to ask for advice or help for themselves or others, and to					
			keep trying until they are heard					
			how to report concerns or abuse, and the vocabulary and					
			confidence needed to do so					
			where to get advice e.g. family, school and/or other sources					
		Phy	sical Health and Mental Wellbeing					
		. 1	hat there is a normal range of emotions (e.g. happiness,					
			sadness, anger, fear, surprise, nervousness) and scale of					
			emotions that all humans experience in relation to different					
			experiences and situations					
			how to recognise and talk about their emotions, including having					
			a varied vocabulary of words to use when talking about their own					
			and others' feelings					
			how to judge whether what they are feeling and how they are					
			behaving is appropriate and proportionate					
			isolation and loneliness can affect children and that it is very					
			important for children to discuss their feelings with an adult and					
			seek support					
			that bullying (including cyberbullying) has a negative and often					
			lasting impact on mental wellbeing					
		•	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)					
		•	how to consider the effect of their online actions on others and					
			know how to recognise and display respectful behaviour online					
			and the importance of keeping personal information private					
		•	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					
Sycamore Class	The class look at examples of people	Rel	ationships	•	Recognise other people's	•	Know about specific people	Perseverance,
Spring 1	who have overcome challenges to	•	the importance of respecting others, even when they are very		achievements in overcoming		who have overcome difficult	Challenges,
Dreams and	achieve success and discuss what		different from them (for example, physically, in character,		difficulties		challenges to achieve	Success,
Goals	they can learn from these stories. The		personality or backgrounds), or make different choices or have	•	Imagine how it will feel when they		success	Obstacles,
	children identify their own dreams and		different preferences or beliefs		achieve their dream / ambition			Dreams, Goals,
	ambitions and discuss how it will feel							Ambitions, Future,

when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.	practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness  Physical Health and Mental Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Know what dreams and ambitions are important to them     Know how they can best overcome learning challenges     Know that they are responsible for their own learning     Know what their own strengths are as a learner     Know what an obstacle is and how they can hinder achievement     Know how to take steps to overcome obstacles     Know how to evaluate their own learning progress and identify how it can be better next time	Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve lt Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
Sycamore Class Spring 2 Healthy Me  The class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.	<ul> <li>Relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>information and data is shared and used online</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and</li></ul>	Able to set themselves a fitness challenge     Recognise what it feels like to make a healthy choice     Identify how they feel about drugs     Can express how being anxious or scared feels     Can take responsibility for keeping themselves and others safe     Respect their own bodies and appreciate what they do	Know how exercise affects their bodies     Know why their hearts and lungs are such important organs     Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

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Sycamore Class	Children revisit family relationships	the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  where and how to seek 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)  that for most people the internet is an integral part of life and has many benefits  where and how to report concerns and get support with issues online  the characteristics and mental and physical benefits of an active lifestyle  the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health  the facts about legal and illegal harmful substances and associated risks, including, smoking, alcohol use and drug-taking the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  how to make a clear and efficient call to emergency services if necessary.  Felationships
Symmer 1 Relationships	children revisit ramily relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways	<ul> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>Can identify the responsibilites they have and find a win-win outcome.</li> <li>Know how to access help if they are concerned about anything on social media or the internet.</li> <li>Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways.</li> <li>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> <li>Know that dufferent ramily members carry out different roles or have different responsibilities within the family members carry out different roles or have different responsibilities within the family life. Can use Solve-it-together in a conflict scenario and find a win-win-unoutcome.</li> <li>Can dentify similarities in children's right ways.</li> <li>Can ident</li></ul>

	o a through alphal trade. They	that most friendships have upo and downs and that there are	- Many that they and all	Inaquality Food
	e.g. through global trade. They	that most friendships have ups and downs, and that these can	Know that they and all	Inequality, Food
	investigate the wants and needs of	often be worked through so that the friendship is repaired or even	children have rights	journey, Climate,
	other children who are less fortunate	strengthened, and that resorting to violence is never right	(UNCRC)	Transport,
	and compare these with their own.	how to recognise who to trust and who not to trust, how to judge	<ul> <li>Know the lives of children</li> </ul>	Exploitation,
	Children's universal rights are also	when a friendship is making them feel unhappy or uncomfortable,	around the world can be	Rights, Needs,
	revisited.	managing conflict, how to manage these situations and how to	different from their own	Wants, Justice,
		seek help or advice from others, if needed		United Nations,
		the importance of respecting others, even when they are very		Equality,
		different from them (for example, physically, in character,		Deprivation,
		personality or backgrounds), or make different choices or have		Hardship,
		different preferences or beliefs		Appreciation,
		practical steps they can take in a range of different contexts to		Gratitude,
		improve or support respectful relationships		Celebrate.
		that in school and in wider society they can expect to be treated		
		with respect by others, and that in turn they should show due		
		respect to others, including those in positions of authority		
		about different types of bullying (including cyberbullying), the		
		impact of bullying, responsibilities of bystanders (primarily		
		reporting bullying to an adult) and how to get help		
1		what a stereotype is, and how stereotypes can be unfair,  pagetive or deathweling.		
1		negative or destructive		
1		the importance of permission seeking and giving in relation		
1		that people sometimes behave differently online, including by		
		pretending to be someone they are not		
		that the same principles apply to online relationships as to face-		
		to-face relationships, including the importance of respect for		
		others online including when we are anonymous		
		the rules and principles for keeping safe online, how to recognise		
		risks, harmful content and contact, and how to report them		
		how to critically consider their online friendships and sources of		
		information including awareness of the risks associated with		
		people they have never met		
		how information and data is shared and used online		
		what sorts of boundaries are appropriate in friendships with peers		
		and others (including in a digital context)		
		about 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		
		how to respond safely and appropriately to adults they may		
		encounter (in all contexts, including online) whom they do not		
		know		
1		to recognize and report recinings of being uneare or recining bad		
		about any adult		
		how to ask for advice or help for themselves or others, and to     keep trying until they are heard.		
		keep trying until they are heard		
		how to report concerns or abuse, and the vocabulary and		
		confidence needed to do so		
		where to get advice e.g. family, school and/or other sources		
		Physical Health and Mental Wellbeing		
		that mental wellbeing is a normal part of daily life, in the same		
		way as physical health		
1		that there is a normal range of emotions (e.g. happiness,		
1		sadness, anger, fear, surprise, nervousness) and scale of		
		emotions that all humans experience in relation to different		
		experiences and situations		
		how to recognise and talk about their emotions, including having		
		a varied vocabulary of words to use when talking about their own		
		and others' feelings		
1		where and how to seek support (including recognising the		
1		triggers for seeking support), including whom in school they		
L	1	1		1

Sycamore Class Summer 2 Changing Me	The Unit begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. Children discuss how they feel about growing up and there are opportunities for them to seek reassurance if anything is worrying them.	else's mental wellbeing or ability to control their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)  that for most people the internet is an integral part of life and has many benefits  about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing  how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private  why social media, some computer games and online gaming, for example, are age restricted  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  how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  where and how to report concerns and get support with issues online  Relationships  that families are important for children growing up because they can give love, security and stability 1 1 5 1,2 (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives 1 1 5 6 1,2 (R3) that others' families, either in school or in the wider word, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care 1 1 5 1,2 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  what a stereotype is, and how stereotypes can be unfair, negative or destructive  that each person's bod	Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about  Be able to identify what they value	Know that in animals and humans lots of changes happen between conception and growing up     Know that in nature it is usually the female that carries the baby     Know that babies need love and care from their parents/carers     Know some of the changes that happen between being a baby and a child  Know how to face new	Changes, Birth, Animals, Babies, Mother, growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care, Control, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.
Autumn 1 Being Me in My World	year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they	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     practical steps they can take in a range of different contexts to improve or support respectful relationships	most about school ldentify hopes for the school year Empathy for people whose lives are different from their own	challenges positively  Understand how to set personal goals  Understand the rights and responsibilities associated with being a citizen in the	Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete,

	live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.	the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	•	wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.
Beech Class Autumn 2 Celebrating Difference	The class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.	Relationships  that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the importance of self-respect and how this links to their own happiness  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  what a stereotype is, and how stereotypes can be unfair, negative or destructive  how to recognise and report feelings of being unsafe or feeling bad about any adult  how to ask for advice or help for themselves or others, and to keep trying until they are heard  how to report concerns or abuse, and the vocabulary and confidence needed to do so  where to get advice e.g. family, school and/or other sources  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of	 Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices  Be able to support children who are being bullied  Appreciate the value of happiness regardless of material wealth  Develop respect for cultures different from their own		Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name- calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

Beech Class Spring 1 Dreams and Goals	The class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	<ul> <li>experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>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</li> <li>Relationships</li> <li>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</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	•	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	•	Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference
Beech Class Spring 2 Healthy Me	The class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	<ul> <li>Relationships</li> <li>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</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>	•	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	•	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, eating problem, Eating disorder, Respect, Debate,

		•	how to report concerns or abuse, and the vocabulary and				develop eating problems /	Opinion, Fact,
			confidence needed to do so				disorders related to body	Motivation.
		•	where to get advice e.g. family, school and/or other sources			_	image pressure	
		Pny	sical Health and Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same			•	Know what makes a healthy lifestyle	
		•	way as physical health				illestyle	
		•	that there is a normal range of emotions (e.g. happiness,					
			sadness, anger, fear, surprise, nervousness) and scale of					
			emotions that all humans experience in relation to different					
			experiences and situations how to recognise and talk about their emotions, including having					
			a varied vocabulary of words to use when talking about their own					
			and others' feelings					
		•	how to judge whether what they are feeling and how they are					
			behaving is appropriate and proportionate					
		•	the benefits of physical exercise, time outdoors, community					
			participation, voluntary and service based activity on mental wellbeing and happiness					
		•	simple self-care techniques, including the importance of rest, time					
			spent with friends and family and the benefits of hobbies and interests					
		•	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)					
		•	it is common for people to experience mental ill health. For many					
			people who do, the problems can be resolved if the right support					
			is made available, especially if accessed early enough					
		•	the characteristics and mental and physical benefits of an active					
			lifestyle the importance of building regular exercise into daily and weekly					
			routines and how to achieve this; for example, walking or cycling					
			to school, a daily active mile or other forms of regular, vigorous					
			exercise					
		•	risks associated with an inactive lifestyle (including obesity)					
		•	how and when to seek support including which adults to speak to					
			in school if they are worried about their health the characteristics of a poor diet and risks associated with					
		•	unhealthy eating (including, for example, obesity and tooth					
			decay) and other behaviours (e.g. the impact of alcohol on diet or					
			health)					
		•	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking					
			how to make a clear and efficient call to emergency services if					
			necessary concepts of basic first-aid, for example dealing with					
			common injuries, including head injuries					
Beech Class Summer 1	Children learn about the importance of		ationships	•	Can suggest strategies for building	•	Know that a personality is	Personal
Relationships	self-esteem and ways this can be boosted. This is important in an online	•	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,		self-esteem of themselves and others Can identify when an online		made up of many different characteristics, qualities and	attributes, Qualities,
Relationships	context as well as off-line, as mental		managing conflict, how to manage these situations and how to	•	community / social media group feels		attributes	Characteristics,
	health can be damaged by excessive		seek help or advice from others, if needed		risky, uncomfortable, or unsafe	•	Know that belonging to an	Self-esteem,
	comparison with others. This leads	•	the importance of respecting others, even when they are very	•	Can suggest strategies for staying		online community can have	Unique,
	onto a series of lessons that allow the children to investigate and reflect upon		different from them (for example, physically, in character,		safe online/ social media		positive and negative	Comparison, Negative self-talk,
	a variety of positive and negative		personality or backgrounds), or make different choices or have different preferences or beliefs	•	Can say how to report unsafe online /	•	consequences Know that there are rights	Social media,
	online/ social media contexts including		practical steps they can take in a range of different contexts to		social network activity Can identify when an online game is	•	and responsibilities in an	Online,
	gaming and social networking. They		improve or support respectful relationships		safe or unsafe		online community or social	Community, Risky,
	learn about age -limits and also age-	•	the conventions of courtesy and manners	•	Can suggest ways to monitor and		network	Positive, Negative,
	appropriateness. Within these lessons,				reduce screen time			Safe, Unsafe,
<del></del>								Daga CC of OF

Summer 2 Changing Me  self/body-imag have perception others, and the wrong. They al media and the unhelpful comp manage this. Further detail echanges in ma Children look at teenager mear increase in free responsibilities perceptions the and reflect whe	people who do, the is made available, e that for most people many benefits about the benefits of excessive time spen positive and negative mental and physical how to consider the know how to recogn and the importance why social media, as example, are age re that the internet can abuse, trolling, bully can have a negative how to be a discerni understanding that it engines, is ranked, see where and how to reconline the importance of such that a lack of sle learn  Relationships  the importance of such that a lack of sle learn  Relationships  the importance of such that sorts of bounds and others (including and others (including and others) that each person's between appropriate other, contact  Physical Health and Mere that mental wellbeir way as physical head that each person's between appropriate other, contact  Physical Health and Mere that mental wellbeir way as physical head that each person's between appropriate other, contact  Physical Health and Mere that mental wellbeir way as physical head that all hur experiences and situences are emotions that all hur experiences and situences are emot	effect of their online actions on others and se and display respectful behaviour online of keeping personal information private ome computer games and online gaming, for stricted also be a negative place where online ng and harassment can take place, which impact on mental health ng consumer of information online including information, including that from search selected and targeted port concerns and get support with issues ifficient good quality sleep for good health sep can affect weight, mood and ability to in a digital context) privacy and the implications of it for both including that it is not always right to keep to being safe ody belongs to them, and the differences and inappropriate or unsafe physical, and ital Wellbeing g is a normal part of daily life, in the same the il range of emotions (e.g. happiness, surprise, nervousness) and scale of nans experience in relation to different institutions deals and proportionate call exercise, time outdoors, community and service based activity on mental	Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self- esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about becoming a teenager Can say who they can talk to if concerned about becoming a teenager/adult	Know what perception means and that perceptions can be right or wrong     Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally     Know that sexual intercourse can lead to conception     Know that some people need help to conceive and might use IVF     Know that becoming a teenager involves various changes and also brings growing responsibility	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period,
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key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus,
	Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner,
	Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.

# YEAR E (2026-2027)

# Subject - RSHE LEARNING SEQUENCE

• EHCP & SEND Support refer to IEPs for the individual children.
• Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
• Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

EYFS Communication and Language	Understanding the World	<u>PSED</u>	<u>Literacy</u>
Listening, Attention and Understanding	Past and Present	Self-Regulation	Comprehension
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and ask questions to clarify their understanding  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Speaking  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate  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.	Talk about the lives of the people around them and their roles in society	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 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.  Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Writing Write simple phrases and sentences that can be read by others.
		Building Relationships	

		others • Form positive attachme friendships with peers	ents to adults and r own and to others' needs.	
Year Group	Rationale for Unit of Learning	Social and Emotional Skills	Essential Knowledge	Vocabulary
Willows Class Autumn 1 Being Me in My World	Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	Identify feelings associated with belonging     Identify feelings of happiness and sadness	Know special things about themselves     Know that some people are different     from themselves     Know how happiness and sadness can be expressed     Know that hands can be used kindly and unkindly     Know that being kind is good     Know they have a right to learn and play, safely and happily	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns
Willows Class Autumn 2 Celebrating Difference	Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Identify things they are good at     Be able to vocalise success for themselves and about others successes	Know what being proud means and that people can be proud of different things     Know that people can be good at different things     Know what being unique means     Know that families can be different     Know that people have different homes and why they are important to them     Know different ways of making friends     Know different ways to stand up for myself     Know the names of some emotions such as happy, sad, frightened, angry     Know that they don't have to be 'the same as' to be a friend     Know why having friends is important     Know some qualities of a positive friendship	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Willows Class Spring 1 Dreams and Goals	Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	Be ambitious     Resilience     Recognise how kind words can encourage people     Feel proud     Celebrate success	Know what a challenge is     Know that it is important to keep trying     Know what a goal is     Know how to set goals and work towards them     Know which words are kind Know some jobs that they might like to do when they are older     Know that they must work hard now in order to be able to achieve the job they want when they are older     Know when they have achieved a goal	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage
Willows Class Spring 2 Healthy Me	Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	Recognise how exercise makes them feel     Recognise how different foods can make them feel     Can explain what they need to do to stay healthy     Can give examples of healthy food     Can explain how they might feel if they don't get enough sleep     Can explain what to do if a stranger approaches them	<ul> <li>Know the names for some parts of their body</li> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> </ul>	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared,

Willows Class Summer 1 Relationships	their lives. The different roles explore the fri a good friend. strategies the children also I	Introduced to the key relationships in ey learn about families and the people can have in a family. They endships they have and what makes They are introduced to simple y can use to mend friendships. The earn about Jigsaw's Calm Me and use this when feeling upset or	Can identify what jobs they do in thei those carried out by parents/carers a Can suggest ways to make a friend o someone who is lonely Can use different ways to mend a frie Can recognise what being angry feels Can use Calm Me when angry or ups	nd siblings or help endship s like	Know when and how to properly     Know what to do if they     Know how to say No to     Know what a family is     Know that different peophave different responsite     Know some of the chara healthy and safe friends     Know that friends some     Know some ways to me     Know that unkind words taken back and they cal     Know how to use Jigsan help when feeling angry     Know some reasons whangry	get lost strangers  ple in a family pilities (jobs) acteristics of ship times fall out and a friendship an never be n hurt w's Calm Me to	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	
Willows Class Summer 2 Changing Me	have changed change for the bodies change ways. Children about positive sharing these	encouraged to think about how they all from being a baby and what may em in the future. They learn that our eas we get older in lots of different in understand that change can bring and negative feelings, and that can help. They also consider the ories can have in managing change.	Can identify how they have changed Can say what might change for them older Recognise that changing class can ill and/or sad emotions Can say how they feel about changin growing up Can identify positive memories from t	they get licit happy ng class/	Know the names and furparts of the body     Know that we grow from     Know who to talk to if the worried     Know that sharing how solve a worry     Know that remembering help us move on	n baby to adult ney are feeling they feel can help	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited,	
Year Group  Maple Class Autumn 1  Being Me in My World	Rationale for Unit of Learning The children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.	from them (for example, phys backgrounds), or make differ or beliefs  practical steps they can take or support respectful relations the conventions of courtesy at the importance of self-respect that in school and in wider so respect by others, and that in others, including those in post the importance of permission friends, peers and adults  what sorts of boundaries are others (including in a digital of	others, even when they are very different sically, in character, personality or ent choices or have different preferences in a range of different contexts to improve ships and manners at and how this links to their own happiness ociety they can expect to be treated with a turn they should show due respect to sitions of authority a seeking and giving in relationships with appropriate in friendships with peers and context) ly, school and/or other sources	when ar Know ho safe and Show go Recogni	ise own feelings and know and where to get help ow to make their class a d fair place ood listening skills ise the feeling of being to work cooperatively	the year and Understand responsibilit Know that it to other pec Understand are valuable Know about consequenc stem from c Know that po	nopes and fears for ead the rights and ies of class members is important to listen ple that their own views er rewards and ees and that these hoices soitive choices impact self-learning and the	Vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co- Operate, Learning Charter, Problem- Solving.

		that there is a narmal range of emotions (a.g. hannings as it			
Maple Class	The class talk about gender	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  Relationships  Relationships	Understand that boys and girls can	Know there are stereotypes	Boys, Girls,
Autumn 2 Celebrating Differences	stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	<ul> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that the peers and adults</li> <li>that the same principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report toners on li</li></ul>	be similar in lots of ways and that is OK  Understand that boys and girls can be different in lots of ways and that is OK  Explain how being bullied can make someone feel  Can choose to be kind to someone who is being bullied  Know how to stand up for themselves when they need to  Recognise that they shouldn't judge people because they are different  Understand that everyone's differences make them special and unique	about boys and girls  Know that it is OK not to conform to gender stereotypes  Know it is good to be yourself  Know that sometimes people get bullied because of difference  Know the difference between right and wrong and the role that choice has to play in this  Know that friends can be different and still be friends  Know where to get help if being bullied  Know the difference between a one-off incident and bullying	Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.

		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate     isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support     that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing     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)     how to consider the effect of their online actions on others and know			
		how to recognise and display respectful behaviour online and the importance of keeping personal information private  • 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  • where and how to report concerns and get support with issues online			
Maple Class Spring 1 Dreams and Goals	The class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.	Relationships  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the conventions of courtesy and manners  the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  the importance of permission seeking and giving in relationships with friends, peers and adults  how to ask for advice or help for themselves or others, and to keep trying until they are heard  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling	Know how to choose a realistic goal and think about how to achieve it     Know that it is important to persevere     Know how to recognise what working together well looks like     Know what good group working looks like     Know how to share success with other people	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.
Maple Class Spring 2 Healthy Me	The class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.	Relationships  Physical Health and Mental Wellbeing  that mental wellbeing is a normal part of daily life, in the same way as physical health  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Desire to make healthy lifestyle choices     Identify when a feeling is weak and when a feeling is strong     Feel positive about caring for their bodies and keeping it healthy     Have a healthy relationship with food     Express how it feels to share healthy food with their friends	Know what their body needs to stay healthy     Know what relaxed means     Know what makes them feel relaxed / stressed     Know how medicines work in their bodies     Know that it is important to use medicines safely     Know how to make some healthy snacks     Know why healthy snacks are good for their bodies     Know which foods given their bodies energy	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

		time spen content or the charar lifestyle the imporroutines a school, a the risks a how and school if the what consother nutre the principate the charar eating (included behaviour the facts a risks, included the importal lack of sleet	benefits of rationing time spent online, the risks of excessive not on electronic devices and the impact of positive and negative inline on their own and others' mental and physical wellbeing acteristics and mental and physical benefits of an active retarce of building regular exercise into daily and weekly and how to achieve this; for example, walking or cycling to daily active mile or other forms of regular, vigorous exercise associated with an inactive lifestyle (including obesity) when to seek support including which adults to speak to in they are worried about their health stitutes a healthy diet (including understanding calories and ritional content) ples of planning and preparing a range of healthy meals acteristics of a poor diet and risks associated with unhealthy acluding, for example, obesity and tooth decay) and other researched in the planting and illegal harmful substances and associated luding smoking, alcohol use and drug-taking ance of sufficient good quality sleep for good health and that a ep can affect weight, mood and ability to learn				
Maple Class Summer 1 Relationship s	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.	give love, the chara including family me each othe that other look difference difference character that stable the heart they grow that marri two peopl how peop how peop the chara trustworth and exper that healti do not ma that most worked th and that r how to rec friendship conflict, h from othe the impor from them backgrou or beliefs	ies are important for children growing up because they can , security and stability interestics of healthy family life, commitment to each other, in times of difficulty, protection and care for children and other embers, the importance of spending time together and sharing er's lives rs' families, either in school or in the wider world, sometimes rent from their family, but that they should respect those es and know that other children's families are also rised by love and care e, caring relationships, which may be of different types, are at of happy families, and are important for children's security as v up iage represents a formal and legally recognised commitment of le to each other which is intended to be lifelong ecognise if family relationships are making them feel unhappy extrant friendships are in making us feel happy and secure, and oble choose and make friends acteristics of friendships, including mutual respect, truthfulness, niness, loyalty, kindness, generosity, trust, sharing interests riences and support with problems and difficulties thy friendships are positive and welcoming towards others, and ake others feel lonely or excluded a friendships have ups and downs, and that these can often be brough so that the friendship is repaired or even strengthened, resorting to violence is never right ecognise who to trust and who not to trust, how to judge when a constant free manage these situations and how to seek help or advice the fine feel unhappy or uncomfortable, managing now to manage these situations and how to seek help or advice trust in eeded	•	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared	Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	Family, Different, Similarities, Special, Relationship, Important, Co- operate, Touch, Physical contact, Communicatio n, Hugs, Like, Dislike, Acceptable, not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.

Maple Class Summer 2 Changing Me	Children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	<ul> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness), and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negativ</li></ul>	Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened	Know that life cycles exist in nature     Know that aging is a natural process including old-age     Know that some changes are out of an individual's control     Know how their bodies have changed from when they were a baby and that they will continue to change as they age     Know the physical differences between male and female bodies     Know that private body parts are special and that no one has the right to hurt these     Know who to ask for help if they are worried or frightened     Know there are different types of touch and that some are acceptable and some are	Change, Grow, Control, Life cycle, Baby, Adult, fully grown, growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilitie s, Male, Female, Private,
	worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change	how to report concerns or abuse, and the vocabulary and confidence needed to do     where to get advice e.g. family, school and/or other sources     Physical Health and Mental Wellbeing	Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or	Know who to ask for help if they are worried or frightened     Know there are different types of touch and that some are acceptable and some are unacceptable	Freedom, Responsibilitie s, Male, Female,

Sycamore Class Autumn 1 Being Me in My World	The children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.	Relationships  • how important friendships are in making us feel happy and secure, and how people choose and make friends  • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  • 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  • practical steps they can take in a range of different contexts to improve or support respectful relationships  • the conventions of courtesy and manners  • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  • the importance of permission seeking and giving in relationships with friends, peers and adults  • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  Physical Health and Mental Wellbeing  • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking abo	Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Know how individual attitudes and actions make a difference to a class     Know about the different roles in the school community     Know their place in the school community     Know what democracy is (applied to pupil voice in school)     Know that their own actions affect themselves and others     Know how groups work together to reach a consensus     Know that having a voice and democracy benefits the school community	Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy. included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, Learning Charter, contribution, observer, UN Convention on Rights of Child (UNCRC).
Sycamore Class Autumn 2 Celebrating Difference	The children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	<ul> <li>Relationships</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>	Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Be comfortable with the way they look	<ul> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> </ul>	character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness,

		others (including in a digital context)  how to ask for advice or help for themselves or others, and to keep trying until they are heard	•	Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	•	Know that first impressions can change	bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.
Class Spring 1  and dreams. feels when d and how to defeelings of dischildren talk and setting in have been distalk about grovercoming overcoming They reflect or the setting that the setting in the set	They discuss how it Irreams don't come true cope with / overcome isappointment. The about making new plans new goals even if they isappointed. The class oup work and challenges together. on their successes and associated with	to recognise and display respectful behaviour online and the importance of keeping personal information private  Relationships  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  the conventions of courtesy and manners  that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing		Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	•	Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group	dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointmen t, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation,

					success, celebrate, evaluate.
Sycamore Class Spring 2 Healthy Me	The class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.	Relationships  • how important friendships are in making us feel happy and secure, and how people choose and make friends)  • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyally, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right)  • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  • 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  • practical steps they can take in a range of different contexts to improve or support respectful relationships  • the conventions of courtesy and manners  • the importance of self-respect and how this links to their own happiness  • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  • the importance of permission seeking and giving in relationships with friends, peers and adults  • that people sometimes behave differently online, including by pretending to be someone they are not  • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous  • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  • what sorts	Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and knowhow to be assertive	Know how different friendship groups are formed and how they fit into them     Know which friends they value most     Know that there are leaders and followers in groups     Know that they can take on different roles according to the situation     Know the facts about smoking and its effects on health     Know some of the reasons some people start to smoke     Know the facts about alcohol and its effects on health, particularly the liver     Know some of the reasons some people drink alcohol     Know ways to resist when people are putting pressure on them     Know what they think is right and wrong	friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong.

Sugamoro	Learning starts focuseing on the	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Con identify for lines and a market	Know come recognitive control	rolationship
Sycamore Class Summer 1 Relationship s	Learning starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable	<ul> <li>Relationships</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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 contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>the importance of permission seeking and giving in relat</li></ul>	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	<ul> <li>Know some reasons why people feel jealousy</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that memories can support us when we lose a special person or animal</li> <li>Know that change is a natural part of relationships/ friendship</li> <li>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love.

Sycamore Class Summer 2 Changing Me	This unit looks at the feelings associated with change and how to manage these. Children are introduced to the Circle of Change model as a strategy for managing future changes.	are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)  it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough  Relationships  that families are important for children growing up because they can give love, security and stability  the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives  that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  about 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  that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	•	Can appreciate their own uniqueness and that of others Can express any concerns they have about change Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change	•	Know that personal characteristics are inherited from birth parents Know that personal hygiene is important Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions	Personal, unique, characteristics, parents, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.
Beech Class Autumn 1 Being Me in My World	The children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.	Relationships  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the conventions of courtesy and manners  the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	•	Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilitie s, Rewards, Consequences , Empathise, Learning Charter, Obstacles,

Beech Class Autumn 2 Celebrating Difference	The class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and namecalling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.	Relationships  that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  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  practical steps they can take in a range of different contexts to improve or support respectful relationships  the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  what a stereotype is, and how stereotypes can be unfair, negative or destructive  how to recognise and report feelings of being unsafe or feeling bad about any adult  how to ask for advice or help for themselves or others, and to keep trying until they are heard  how to pest concerns or abuse, and the vocabulary and confidence needed to do so  where to get advice e.g. family, school and/or other sources  Physical Health and Mental Wellbeing  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether	 Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	• • • • •	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.  Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation
Beech Class	The class talk about their dreams and	are worried about their own or someone else's mental wellbeing or ability to control their emotions  Relationships	Verbalise what they would like their	•	Know that they will need money	Dream, Hope,
Spring 1	goals and how they might need money to help them achieve them. They look at jobs that people they	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or	life to be like when they are grown up		to help them to achieve some of their dreams	Goal, Feeling, Achievement, Money, Grown

	know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	backgrounds), or make different choices or have different preferences or beliefs  • the importance of self-respect and how this links to their own happiness that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  Physical Health and Mental Wellbeing  • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	•	Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	• • • • •	Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communicatio n, Support, Rallying, Team Work, Cooperation, Difference
Beech Class Spring 2 Healthy Me	The class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	<ul> <li>Relationships</li> <li>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</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and</li></ul>		Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	• • • • •	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self- respect, Comparison, eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.

		<ul> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>			
Beech Class Summer 1 Relationship s	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.	<ul> <li>Relationships</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>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</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about the concept of privacy and</li></ul>	<ul> <li>Can suggest strategies for building self-esteem of themselves and others</li> <li>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>Can suggest strategies for staying safe online/ social media</li> <li>Can say how to report unsafe online / social network activity</li> <li>Can identify when an online game is safe or unsafe</li> <li>Can suggest ways to monitor and reduce screen time</li> <li>Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul> <li>Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>Know that belonging to an online community can have positive and negative consequences</li> <li>Know that there are rights and responsibilities in an online community or social network</li> <li>Know that there are rights and responsibilities when playing a game online</li> <li>Know that too much screen time isn't healthy</li> <li>Know how to stay safe when using technology to communicate with friends</li> </ul>	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.

Beech Class Summer 2 Changing Me	The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and female. Children look at what becoming a teenager means for them with an increase in freedom, rights and	<ul> <li>content online on their own and others' mental and physical wellbeing how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>where and how to report concerns and get support with issues online</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>Relationships</li> <li>the importance of self-respect and how this links to their own happiness what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about 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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>Physical Health and Mental Wellbeing</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>	Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self- esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about becoming a teenager	Know what perception means and that perceptions can be right or wrong     Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally     Know that sexual intercourse can lead to conception     Know that some people need help to conceive and might use IVF	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix,
		isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing     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)     it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough     that for most people the internet is an integral part of life and has many benefits     about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative			
		how to report concerns or abuse, and the vocabulary and confidence needed to do so     where to get advice e.g     Physical Health and Mental Wellbeing     that mental wellbeing is a normal part of daily life, in the same way as physical health     that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations     how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings     how to judge whether what they are feeling and how they are behaving is appropriate and proportionate     the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness			

responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.  • that there is a normal range of emotions (e.g. happiness, sadness, and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.  • the tenefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness • ti is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made
and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.  • humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  • the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness  • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  • it is common for people to experience mental ill health. For many people
moody; all teenagers have a boyfriend/girlfriend etc.  varied vocabulary of words to use when talking about their own and others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  it is common for people to experience mental ill health. For many people
boyfriend/girlfriend etc.  others' feelings  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  it is common for people to experience mental ill health. For many people
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sperm, Semen and happiness simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests it is common for people to experience mental ill health. For many people  Sperm, Semen Erection, Ejaculation, Urethra, Wet
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  it is common for people to experience mental ill health. For many people  Erection, Ejaculation, Urethra, Wet
with friends and family and the benefits of hobbies and interests  it is common for people to experience mental ill health. For many people  Ejaculation, Urethra, Wet
it is common for people to experience mental ill health. For many people
it is continion for people to experience mental in realth. For many people
spurt, Larynx,
• the characteristics and mental and physical henefits of an active lifestyle
Public hair,
from age 9 through to age 11, including physical and emotional changes
Scrotum, Testosterone,
l estatelette. Circumcised.
Uncircumcised
Foreskin,
Epididymis,
Ovaries, Egg
(Ovum),
Period,
Fertilised,
Unfertilised,
Conception, Having sex,
Sexual Sexi,
intercourse,
Making love,
Embryo,
Umbilical cord,
IVF, Foetus,
Contraception,
Pregnancy, Menstruation,
Menstruation, Sanitary
products,
Tampon, Pad,
Towel, Liner,
Hygiene, Age
appropriatenes
s, Legal, Laws,
Responsible,
Teenager, Peopogeibilities
Responsibilities , Rights.