

Stanton St Quintin Primary School PSHE and RSE Curriculum Overview 2020 – 2021

Please find below the curriculum overview for PSHE and RSE for the academic year 2020 – 2021 (Year A). The curriculum is split into year groups. Lessons in terms 1 and 2 were taught using 3D PSHE, teacher’s lesson plans and additional resources. Lesson from Term 3 are planned and taught using SCARF PSHE lesson plans and additional resources (stories etc.) Please see Table 2 for the National Curriculum objectives by year group and term.

Table 1: PSHE and RSE Curriculum Overview Year A

| Nursery and Reception | | | | | | |
|---------------------------------|---|--|--|---|---|--|
| Year A | Autumn Term Planned by the Class Teachers | Spring Term SCARF lesson plans – Reception Curriculum | | | Summer Term SCARF lesson plans – Reception Curriculum | |
| | Establishing together class rules Settling in to school life and adhering to boundaries Making relationships with the staff and other children Personal targets Talking about ways to stay healthy Learns that they have similarities and differences that connect and distinguish them to others and talk about these E safety | <ul style="list-style-type: none"> • Me and My Relationships • Valuing Difference • Rights & Responsibilities: Looking after Myself and my Friends • Being my Best: Bouncing Back (growth mindset) | | | <ul style="list-style-type: none"> • Rights & Responsibilities: Caring for my Environment • Keeping Myself Safe • Being my Best: Exercise and Sleep • Growing & Changing: Changes | |
| KS1 (Year 1 and 2) | | | | | | |
| Year A | Term 1 3D PSHE lesson plans | Term 2 3D PSHE lesson plans | Term 3 SCARF lesson plans – Year 2 curriculum | Term 4 SCARF lesson plans – Year 2 curriculum | Term 5 SCARF lesson plans – Year 2 curriculum | Term 6 SCARF lesson plans – Year 2 curriculum |
| | Rules and responsibilities | Emotions | Relationships: Healthy relationships. | Living in the Wider World: Rules, Rights and Responsibilities, Caring for the Environment, Money. | Health and Wellbeing: Growing and Changing, Keeping Safe. | Relationships: Valuing Difference, Health and Wellbeing: Healthy Lifestyles. |
| Lower KS2 (Year 3 and 4) | | | | | | |
| Year A | Term 1 3D PSHE lesson plans | Term 2 3D PSHE lesson plans | Term 3 SCARF lesson plans – Year 4 Curriculum | Term 4 SCARF lesson plans – Year 4 Curriculum | Term 5 SCARF lesson plans – Year 4 Curriculum | Term 6 SCARF lesson plans – Year 4 Curriculum |
| | Yr 3 – Bullying Yr 4 - Health & Wellbeing Emotions | Yr 3 – Emotions and healthy relationships. Yr 4 - Relationships Collaboration | Yr 3 - Relationships: Healthy relationships. Yr 4 - Health & Wellbeing: Keeping Safe. | Living in the Wider World: Rules, Rights and Responsibilities, Money. | Health and Wellbeing: Growing and Changing, Keeping Safe. | Relationships: Valuing Difference, Health and Wellbeing: Healthy Lifestyles. |
| Upper KS2 (Year 5 and 6) | | | | | | |
| Year A | Term 1 3D PSHE lesson plans | Term 2 3D PSHE lesson plans | Term 3 SCARF lesson plans – Year 6 Curriculum | Term 4 SCARF lesson plans – Year 6 Curriculum | Term 5 SCARF lesson plans – Year 6 Curriculum | Term 6 SCARF lesson plans – Year 6 Curriculum |
| | Health & Wellbeing Emotions | Relationships Collaboration | Health & Wellbeing: Keeping Safe. | Relationships: Healthy Relationships, Valuing difference. | Living in the Wider World: Rules, Rights and Responsibilities, Caring for the Environment, Money. | Health & Wellbeing: Healthy Lifestyles. Aspirations – teacher planned. |

Table 2: Statutory Objectives including Early Years Foundation Stage Framework, The National Curriculum for Science and DfE Relationship Education and Health Education for Year A

| Nursery and Reception | | | |
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| Year A | Autumn Term | Spring Term | Summer Term |
| | <p>EYFS Framework</p> <ul style="list-style-type: none"> • Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. • Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children • People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>DfE Relationship Education and Health Education Framework</p> <ul style="list-style-type: none"> • Families and people who care for me: That families are important for them 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which practical steps they can take in a range of | <p>EYFS Framework</p> <ul style="list-style-type: none"> • Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. • People and communities: children talk about past and present events in their own lives and in the lives of family members. 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Which practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. • Caring Friendships: 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. • Online Relationships: That people sometimes behave differently online, including 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, even when we are anonymous. The rules and principles for keeping safe online. How to recognise harmful content and contact online, and how to report these. • 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 | <p>EYFS Framework</p> <ul style="list-style-type: none"> • Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 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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) who 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 and others, and to keep trying until they are heard. How to report concerns or abuse, and |

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| | <p>different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p> <ul style="list-style-type: none"> • Caring Friendships: 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. • Online Relationships: That people sometimes behave differently online, including 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, even when we are anonymous. The rules and principles for keeping safe online. How to recognise harmful content and contact online, and how to report these. • Internet Safety and Harms: 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. 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. How to recognise and display respectful behaviour online. The importance of keeping personal information private. • Healthy eating: What constitutes a healthy diet, including an understanding of calories and other nutritional content. The principles of planning and preparing a range of healthy meals. | <p>emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness. The scale of emotions that humans experience in response 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.</p> | <p>the vocabulary and confidence needed to do so. Where to seek advice, for example, from their family, their school and other sources.</p> <ul style="list-style-type: none"> • Physical health and fitness: 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • Healthy eating: What constitutes a healthy diet, including an understanding of calories and other nutritional content. The principles of planning and preparing a range of healthy meals. • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. |
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KS1 (Year 1 and 2)

| Year A | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| | <ul style="list-style-type: none"> • Caring Friendships: 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which | <ul style="list-style-type: none"> • Caring Friendships: 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which | <ul style="list-style-type: none"> • Families and people who care for me: That families are important for them 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which practical steps they can take in a range of different contexts to improve or support respectful | <ul style="list-style-type: none"> • Families and people who care for me: That families are important for them 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which practical steps they can take in a range of different contexts to | <ul style="list-style-type: none"> • Being Safe: 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. 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) who 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 and others, and to keep trying until they are | <ul style="list-style-type: none"> • Caring Friendships: 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. • Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs. Which |

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| | <p>practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p> | <p>practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p> <ul style="list-style-type: none"> • 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 and nervousness. The scale of emotions that humans experience in response 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. | <p>relationships. 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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. | <p>heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to seek advice, for example, from their family, their school and other sources.</p> <ul style="list-style-type: none"> • Year 2 Science - describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | <p>practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p> <ul style="list-style-type: none"> • Being Safe: 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. 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) who 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 and 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 seek advice, for example, from their family, their school and other sources. • Physical health and fitness: 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • Healthy eating: What constitutes a healthy diet, including an understanding of calories and other nutritional content. The principles of |
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| | | | | | | <p>planning and preparing a range of healthy meals.</p> <ul style="list-style-type: none"> • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. |
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Lower KS2 (Year 3 and 4)

| Year A | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| | <p>Year 3</p> <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Respectful Relationships: The importance of self-respect and | <p>Year 3</p> <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Respectful Relationships: The importance of self-respect and | <p>Year 3</p> <ul style="list-style-type: none"> • Families and people who care for me: 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 | <ul style="list-style-type: none"> • Families and people who care for me: 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. | <ul style="list-style-type: none"> • Changing Adolescent Bodies: Key facts about puberty and the changing adolescent body. • Year 3 Science - identify that animal, including humans, need the right types and amount of nutrition and that they cannot make their own food. They get nutrition from what they eat. | <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Respectful Relationships: The importance of self-respect and how this links to their own happiness. That in school and |

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| | <p>how this links to their own happiness. That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.</p> <ul style="list-style-type: none"> • Online relationships: How to critically consider their online friendships and sources of information. The risks associated with people they have never met. How information and data is shared and used online. • Being Safe: 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. 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) who 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 and 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 seek advice, for | <p>how this links to their own happiness. That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.</p> <ul style="list-style-type: none"> • Mental Wellbeing: The benefits of physical exercise, time outdoors, community participation, and 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. How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others. <p>Year 4</p> <ul style="list-style-type: none"> • Families and people who care for me: 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 | <p>important for children’s security as they grow up.</p> <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. 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How information and data is shared and used online. • Internet safety and harms: 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, | <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Respectful Relationships: The importance of self-respect and how this links to their own happiness. That in school and 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. 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How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who 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 and 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 seek advice, for example, from their family, their school and other sources. • Physical health and fitness: 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 by walking or cycling to school, a daily active mile, or |
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| | <p>example, from their family, their school and other sources.</p> <ul style="list-style-type: none"> • Internet safety and harms: 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. Where and how to report concerns and get support with issues online. <p>Year 4</p> <ul style="list-style-type: none"> • Mental Wellbeing: The benefits of physical exercise, time outdoors, community participation, and 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. How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others. • Internet safety and harms: 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, | <p>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.</p> <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Being Safe: 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. 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) who 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 and 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 seek advice, for example, from their family, their school and other sources. • Online Relationships: About the different types of bullying | <p>which can have a negative impact on mental health. Where and how to report concerns and get support with issues online.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Being Safe: 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. 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) who 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 and 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 seek advice, for example, from their family, their school and other sources. • Families and people who care for me: 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 | | | <p>other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • Healthy eating: The characteristics of a poor diet and risks associated with unhealthy eating, including obesity. • Health and prevention: Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. • Basic First Aid: Concepts of basic first-aid, for example dealing with common injuries, including head injuries. • Drugs, Alcohol and Tobacco: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
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| | <p>which can have a negative impact on mental health. Where and how to report concerns and get support with issues online.</p> <ul style="list-style-type: none"> • Health and prevention: Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. | <p>(including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help. How to critically consider their online friendships and sources of information. The risks associated with people they have never met. How information and data is shared and used online.</p> | <p>important for children’s security as they grow up.</p> <ul style="list-style-type: none"> • Caring Friendships: That most friendships have ups and downs, but 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. • Respectful Relationships: The importance of self-respect and how this links to their own happiness. That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help. • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. | | | |
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| | | | The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. | | | |
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| Year A | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| | <ul style="list-style-type: none"> • Mental Wellbeing: That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • Internet Safety and Harms: How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted. • Health and prevention: Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including | <ul style="list-style-type: none"> • Families and People who Care for Me: That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • Caring Friendships: How to manage conflict. How to manage different situations and how to seek help from others if needed. • Being Safe: 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. 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. 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The importance of permission-seeking and giving in relationships with friends, peers and adults. | <ul style="list-style-type: none"> • Families and people who care for me: That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • Caring Friendships: How to manage conflict. How to manage different situations and how to seek help from others if needed. • Respectful Relationships: What a stereotype is, and how they can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. 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| | <p>bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other.</p> | <p>who 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 and 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 seek advice, for example, from their family, their school and other sources.</p> <ul style="list-style-type: none"> • Online Relationships: About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help. How to critically consider their online friendships and sources of information. The risks associated with people they have never met. How information and data is shared and used online. | <p>people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <ul style="list-style-type: none"> • Caring Friendships: How to manage conflict. How to manage different situations and how to seek help from others if needed. • Respectful Relationships: What a stereotype is, and how they can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other. • Year 5 Science: Describe the differences in the life cycles of | | <p>including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if necessary. How medicines are administered by adults to help us get better.</p> <ul style="list-style-type: none"> • Changing Adolescent Body: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing and key facts relating to the menstrual cycle. • Year 5 Science: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. | <ul style="list-style-type: none"> • Physical health and fitness: 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • Healthy Eating: The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health. • Health and prevention: How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. The facts and science relating to immunisation and vaccination. How to make a clear and efficient call to emergency services if |
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| | | | <p>a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</p> | | | <p>necessary. How medicines are administered by adults to help us get better. How male and female bodies are different from each other.</p> <ul style="list-style-type: none">• Basic First Aid: Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
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