Sedlescombe Church of England Primary School
RSHE Curriculum 2026 onwards

At Sedlescombe School, we believe that RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children to live safe, fulfilled and heathy lives.
RSHE will be approached through evidence-based, best –practise principles to ensure the highest impact on improving pupils' health, wellbeing, safeguarding and lifelong outcomes.

National Curriculum Expectations	Types of Knowledge
Relationships Education: By the end of Primary children should know: **Families and people who care for me** F1: That families are important for children growing up safe and happy because they can provide love, security and stability. F2: The characteristics of safe and happy family life, such as 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. F3: That the families of other children, 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. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. F6: 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** CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. **Respectful Kind Relationships** RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	**Relationships Education & Sex Education** **Citizenship & British values** • **Inclusion and equality of opportunity** • **Development of character, confidence and resilience** **Physical Health and mental Well-being**

RKR 7: The conventions of courtesy and manners.
RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness
OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe
BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
BS 7: 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: By the end of Primary pupils should know:

General Wellbeing
GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
GW 2: The importance of promoting general wellbeing and physical health.
GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

SMSC (spiritual, moral, social and cultural development)

Safety

GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.
GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).
GW 10: That it is common to experience mental health problems, and early support can help.

Wellbeing online

WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
WO 3: The benefits of limiting 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.
WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.
WO10: That they have rights in relation to sharing personal data, privacy and consent.
WO 11: Where and how to report concerns and get support with issues online.

Physical Health and fitness

PHF 1: The characteristics and mental and physical benefits of an active lifestyle.
PHF 2: The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
PHF 3: The risks associated with an inactive lifestyle, including obesity.
PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).
HE 2: Understanding the importance of a healthy relationship with food.
HE 3: The principles of planning and preparing a range of healthy meals.
HE 4: 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).

Drugs, Alcohol, Tobacco and Vaping

DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and Prevention

HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Economic understanding

HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
HP 6: The facts and scientific evidence relating to vaccination and immunisation

Personal Safety
PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid
(BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies
DB 1: About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Sex Education NON-STATUTORY
Sex Education is not statutory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure all children are prepared for the changes adolescence brings and understand how human life begins. We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth.
Yr 5: Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
Yr 6: Sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby.

Year 1 **Term 1: Being me in my world**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Being part of a class • RKR: 1,2,3,4,5,6,7,8 **Citizenship & British values** • Inclusion and equality of opportunity • Development of character, confidence and resilience • Mutual Respect • Tolerance of those of different faiths and beliefs • Democracy • Rule of law • Individual liberty **Physical Health and mental Well-being** - Worry monster - GW: 1,4,5 **SMSC (spiritual, moral, social and cultural development)** • Consequences • Rewards and feeling proud • Developing and understanding of the life skills charter **Safety** • Feeling special and safe • Online safety – Education for a connected world – Online reputation and Managing Online Information **Economic understanding**	There are ways children feel special and safe in the class. There are rules to ensure the class is a safe space for all children to be able to learn. Everyone has rights and responsibilities as a member of the class. Everyone belongs to the class. Everyone's views and beliefs are valued. Recognise how it feels to be proud of an achievement. Everyone has choices and they have consequences. How to recognise different emotions that are linked to consequences That there are a range of emotions and behaviours.	Safe Special Calm Choice Belonging Rights Responsibilities Safe space Life Skills Charter Rewards Proud Achievement Views Valued Consequences Feelings Upset Disappointed	Dinosaur Rap – John Foster All about families Mar Ferrero Ruby finds a worry – Tom Percival (Introduce worry monster)

Prior learning	**Future learning**
Rules and expectations of being part of a class (EYFS) Life Skills Charter	Yr2 T1 – Explain how behaviour impacts on others. Compare and explain choices and the consequences of them
Spiritual moment opportunity	**Enhancement**

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		How can you create a sense of belonging in your classroom? A) Excluding others and forming cliques B) Including everyone, being friendly and working together C) Ignoring others' feelings What is an emotion? A) A type of food B) A feeling you have C) A new toy D) A colour Which of these is a good way to calm down when you are feeling angry? A) Taking deep breaths B) Yelling at others C) Hitting someone D) Ignoring everyone

Year 1
Term 2: Celebrating Differences

Types of knowledge	Core knowledge Need to Know	Vocabulary	Linked texts
Relationships Education & Sex Education • Similarities and differences between people • Bullying • Making new friends • RKR: 1,2,3,4,5,6,7,8,9,11 • CF: 1,2,3,4,5,6,7 • BS: 1,4,7 • OSA: 6	There are similarities between people in the class. There are differences between people in the class. Differences are what makes us unique. What bullying is. How it might feel to be bullied. Who to talk to if unhappy or being bullied. Ways to be kind to someone who is being bullied. How to make new friends and how this feels. The qualities and behaviours of a friend	Similar/similarity Same as Courtesy Manners Different from Difference Bullying Bullying behaviour Courage Deliberate On purpose Unfair Lonely Support Safe Harmful Included Celebration Special Unique	Shine Sarah Asuquo Stand Tall Molly Lou Melon by Patty Lovell Frog and Toad are friends Arnold Lobel Happy to be me – Emma Dodd Just Ask! Sonia Sotomayor
Citizenship & British values • Inclusion and equality of opportunity • Development of character, confidence and resilience • Mutual respect • Individual liberty • Tolerance of those of different faiths and beliefs			
Physical Health and mental Well-being • Celebrating the differences in everyone • GW: 3,4,5,6,7,9			
SMSC (spiritual, moral, social and cultural development)			
Safety • Understanding bullying and what to do • Online Safety – Education for a connected world – Privacy and Security			
Economic understanding **Toy time – Money heroes** - Choices about saving and spending my money. - Keeping track of money so it doesn't run out - Different people make different choices about when to spend or save			

Prior learning	Future learning
	Yr2 T2 – Explain that sometimes people get bullied because they are seen to be different, this might include gender. Recognise feelings around being and having a friend.

Spiritual moment opportunity	Enhancement How we exceed the National Curriculum
	Anti-Bullying Week NSPCC – Speak out Stay Safe Christmas cards made and shared with the community Road Safety week Children in need-country file ramble Remembrance Day

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		What is bullying?

		A. Being kind to everyone B. Hurting someone on purpose and repeatedly C. Telling a teacher when someone is unkind Which of the following is NOT a way to celebrate our differences? A) Pointing out differences in a mean way B) Talking about different traditions and celebrations C) Playing together and learning from each other

Year 1 **Term 3: Dreams and Goals**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Feelings of success • RKR: 6,7,8 **Citizenship & British values** • Inclusion and equality of opportunity • Development of character, confidence and resilience • Mutual respect • Individual liberty • Tolerance of those of different faiths and beliefs • Democracy **Physical Health and mental Well-being** • Setting Goals • Celebrating achievements • New Challenges and overcoming obstacles • GW: 1,2,3,4,5,6 • PHF: 1,2 • HP: 3 **SMSC (spiritual, moral, social and cultural development)** • Identifying Successes and achievements • Learning Styles **Safety** • Online Safety – Education for a connected world – Copyright and ownership **Economic understanding**	Set simple goals and work out how to achieve them. There are things they can do well. How to work well with a partner. How it feels to be faced with a challenge. A challenge will stretch learning. How to identify obstacles to achieving goals, how to overcome them, how to celebrate achievements and how it feels.	Proud Success Achievement Goal Self-respect Happiness Dreams Learning Process Dreams Working together Teamwork Celebrate Challenge Feeling Confidence Stretch Obstacle Overcome Steps	Eyes that speak to the stars - Dung Ho

Prior learning	**Future learning**
	YR2 T3 – Recognise the different roles within a group

Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**
	Safer Internet Day

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What is an essential skill when working with a partner? A) Singing loudly B) Listening and taking turns C) Running fast D) Shouting at each other

		Why is it important to face challenges in learning? A) To stay the same B) To grow and learn C) To give up

Year 1 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education **Citizenship & British values** • Inclusion and equality of opportunity • Development of character, confidence and resilience • Individual Liberty • Rule of law • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Keeping myself healthy • Healthy Choices • Keeping clean • Medicine Safety • Road Safety • Health and Happiness • GW: 1,2,3,4,5 • PHF: 1,2,3,4 • HE: 1,2,4 • HP: 2,3,4,5 • DATV: 1 • PS: 1,2 **SMSC (spiritual, moral, social and cultural development)** **Safety** • Medicine and household product safety • Online Safety – Education for a connected world – Health Well-Being and lifestyle **Economic understanding**	The difference between healthy and less healthy choices. Some ways to keep myself healthy. How to make healthy lifestyle choices. How to keep clean and healthy and that germs cause disease/illness. That all household products including medicines can be harmful if not used properly. Medicines can help when someone is poorly and they must be used safely. How to cross the road safely. Who can help if you are feeling unsafe. That being healthy helps to make you feel happy.	Healthy Less healthy Unhealthy Balanced Exercise Sleep Choices Clean Body parts Toiletry items; toothbrush, shampoo, soap Hygienic Safe Germs Virus Medicine Trust Safe Green Cross Code Eyes Ears Look Listen Wait	Olivers Fruit Salad Great Women who saved the planet – Emily Pankhurst
Prior learning		**Future learning**	
SCIENCE: Year 1 Term 2: Animals need a variety of food to survive, grow, repair their bodies, be active and stay healthy.		SCIENCE: Yr 2 – Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. RSHE: YR2 T4 – Explain why foods and medicines are good for bodies. Identify healthy and unhealthy choices.	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
		DT – Healthy Fruit – Olivers Fruit Salad Road Safety Week, Comic Relief, Mothering Sunday World Book Day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		Which of these is a healthy snack?	

		A) Chocolate B) Carrot sticks C) Crisps D) Lollipops Why is it important to keep household products out of reach of young children? A) So they can play B) To prevent accidents C) To make the house look tidy How can we stop germs from spreading to others? A) Sharing drinks and food B) Covering our mouths when we cough or sneeze C) Never washing hands D) Sneezing on people's faces

Year 1 **Term 5: Relationships**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Families • Making friends/being a friend • Greeting and physical contact • People who help us • Celebrating special relationships • F: 1,2,3,4,6 • CF: 1,2,3,4,5 • RKR: 1,2,3,4,5,6,7,8,11 • BS: 1,2,3,4,6,7 • OSA: 2 **Citizenship & British values** • Inclusion and equality of opportunity • Development of character, confidence and resilience • Democracy • Rule of law • Individual liberty • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 3,4,5,6,9 • PS: 1 **SMSC (spiritual, moral, social and cultural development)** **Safety** • People who help us • Physical contact • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	That there are lots of different types of families There are different members of families. A family is a group of people who love care for each other and are important to each other What does being a good friend mean? That there are forms of physical contact that are acceptable and others which are unacceptable. There are adults in school that you can go to if you do not feel safe or need help. You can choose who you want to talk to. That everyone is special and identify some of their own qualities. How to give reasons why someone is special to them. How to show and tell someone they are important to them.	Family Belong Different Same Friends Friendship Qualities Caring Sharing Kind Greeting Touch Feel Texture Like Dislike Help/Helpful Community Confidence Praise Skills Self-belief Proud Special Appreciate Feelings	Love makes a family Sophie Beer Me and My sister – Rose Robbins Princess Smartypants – Babette Cole
Prior learning		**Future learning**	
		YR2 T5 – Feeling comfortable/uncomfortable in a relationship	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
		Water safety – swimming lessons Fathers day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What makes each family unique? A) They all look the same	

		B) They all like the same things C) They have their own special ways of doing things Why is it important to ask for permission before hugging someone? a) To show respect for their personal space b) To make them feel uncomfortable c) To annoy them

Year 1 **Term 6: Changing Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Life cycles – animals and humans • Changes in me • Changes since being a baby • Boys and girls bodies (correct terminology) • F: 1,2,4 • RKR: 8,11 • BS: 1,2,3,6,7,8 **Citizenship & British values** • Inclusion and equality of opportunity • Development of character, confidence and resilience **Physical Health and mental Well-being** • Coping with change • Transition • GW: 3,4,5,8 • DB: 1,2 **SMSC (spiritual, moral, social and cultural development)** **Safety** • Online safety – Education for a connected world – Online bullying, Self-image and identity • PANTS rule **Economic understanding**	The life cycle of humans and animals That changes happen as we grow. That some changes will happen whether we want them or not. That our bodies have changed since being a baby and that everybody grows at different rates. The parts of the body that make boys different to girls and use the correct names for these. Which parts of bodies are private. Some ways to cope with change	Changes Life cycle Baby Adulthood Growth Grown up Mature Male Female Penis Testicles Vulva Anus New Grow Change Feelings Anxious Worried Excited Coping	My Grandpa is amazing – Nick Butterworth
Prior learning		**Future learning**	
		SCIENCE: Yr2 T5 – Animals reproduce. Animals grow until maturity RSHE: YR2 T6 – Use the correct terms for private body parts	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
		Water safety – swimming lessons Egg hatching	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What is the first stage in the life cycle of a human? A) Adulthood B) Teenager C) Baby Which of the following is true about how our bodies change as we grow older? A) Our hair gets shorter	

		B) Our eyes get bigger C) We get taller and stronger Which of the following is the right term for the area between a girl's legs? A) Neck B) Arm C) Vulva Which of the following is the right term for the area between a boy's legs?? A) Penis B) Arm C) Neck

Year 2 **Term 1: Being me in my world**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Valuing contributions • Safe and Fair learning • RKR: 1,2,3,4,5,67,8,11 • CF: 2,3,4 • BS: 7 **Citizenship & British values** • Rights and responsibilities • Inclusion and equality of opportunity • Development of character, confidence and resilience • Democracy • Rule of Law • Individual liberty • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Hopes and dreams • GW: 3,4,8,9,10 **SMSC (spiritual, moral, social and cultural development)** • Rewards and consequences • Choices and feelings **Safety** Online safety – Education for a connected world – Online reputation and Managing Online Information **Economic understanding**	Recognise hopes and fears for the coming year. Identify the feeling of being worried and how to get help Understand that all children in the class and school have rights and responsibilities to ensure everyone is safe and can learn. Understand that other people have different ideas Recognise that choices have consequences, good and bad.	Worries Hopes Fears Belonging Rights Responsibilities Actions Assertive Controlling Praise Reward Consequence Positive Negative Choices Safe Fair Co-operate Problem-solving Boundaries	The Huge Bag of Worries- Virginia Ironside We are all born free- Amnesty International I'll do it! -Brian Moses and Mike Gordon When a worry takes hold – Liz Maske (Introduce the worry monster) Welcome to our world – Moira Butterfield
Prior learning		**Future learning**	
Rules and expectations of being part of a class (EYFS) Life Skills Charter EYFS EYFS - Worry monster YR1 T1: Creating rules. Classroom is a happy and safe place to learn		YR3 T1 – link behaviour, rules and consequences to rules, rights and responsibilities. Recognise how behaviour impacts others	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		Why is it important to follow the school rules? A. To make teachers happy B. To ensure everyone is safe and can learn C. To have more playtime What is a responsibility? A. Something you have to do B. Something you can choose to do	

		C. Something you don't need to worry about What does it mean to be tolerant of other people's beliefs? A) To be understanding and accept that people can think differently B) To force others to believe what you do C) To never talk to people with different beliefs Why is it important to think before making decisions? A) Because decisions are fun B) To understand the possible outcomes C) To not worry about what might happen

Year 2 **Term 2: Celebrating difference**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Assumptions and stereotypes about gender • Understanding bullying • Making new friends • Gender diversity • Celebrating differences and remaining friends • RKR: 1,3,4,5,6,7,8,9,10,11 • CF: 1,2,3,4,5,6,7 • OSA: 1 • BS: 1,7 • F: 1	Some people make assumptions about boys and girls – stereotypes Girls and boys have similarities and differences and that is ok. Bullying is sometimes about difference. What is right and wrong and know how to look after self. Everyone is different. It is ok to be friends with people who are different. Not judge people because they are different to you Ways in which they are different from their friends.	Boys Girls Similarities Differences Assumptions Stereotypes Courtesy Special Self-respect Bully Purpose Kind Unkind Inclusive Feelings Sad Lonely On purpose Stand up Bystander Help Male Female Diversity Fairness Friends Unique Value	Best Friends, busy friends – Susan Rollings The lost homework – Richard O'Neil
Citizenship & British values • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs			
Physical Health and mental Well-being • Worry monster • GW: 3,4,5,7,9 • WO: 2,4,7,11			
SMSC (spiritual, moral, social and cultural development) • Standing up for self and others			
Safety • Online Safety – Education for a connected world – Privacy and Security			
Economic understanding Money through the ages – money heroes The important role money plays in our lives: How money developed			
Prior learning	**Future learning**		
YR 1 T6: Differences between male and female bodies YR1 T2: Understanding Bullying. Suggest similarities and differences between people.	Yr3 T2 – words can be hurtful in conflicts		
Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**		
	Anti-Bullying Week, NSPCC – Speak out Stay Safe, Christmas cards made and shared with the community, Road Safety week, Children in need-country file ramble Remembrance Day		

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		True or false: Stereotypes can be harmful because they can limit what people can do. A) True B) False Which of the following is an example of a stereotype? A) Girls like playing football B) Boys don't enjoy cooking C) Everyone is unique and can enjoy any activity Should we treat boys and girls differently just because they are boys or girls? A) Yes B) No C) Maybe Why is it important to treat everyone with respect, even if they are different? A) Because being mean is more fun B) Because it makes everyone feel happy and included C) Because it doesn't matter how we treat others

Year 2 **Term 3: Dreams and Goals**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Group co-operation • RKR: 1,3,5,6,7,8 **Citizenship & British values** • Democracy • Rule of law • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Achieving realistic goals • What is needed to keep body healthy, make lifestyle choices • Being healthy is being able to unwind, relax and be calm. How this helps to rest and recover from things that have been worrying or stressful • GW: 1,2,3,4,5 • HE: 1,2,3 • HP: 3,4,5 **SMSC (spiritual, moral, social and cultural development)** • Perseverance • Learning strengths • Learning with others • Contributing to and sharing success **Safety** Online Safety – Education for a connected world – Copyright and ownership **Economic understanding**	Choose a goal and identify the steps needed to achieve. What is needed to keep my body healthy Perseverance can help us achieve our goals and dreams. Working with others can help us achieve our goals Work co-operatively to solve problems Contribute to and share successes and feel proud. Things that can make me feel relaxed and things that can make me feel stressed.	Realistic Proud Success Self esteem Hobbies Interest Self-care Healthy choices Lifestyle Motivation Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Partner Team work Product Problem solving Relax Tense Calm	The Owl and the Pussy Cat' by Edward Lear Riley can be anything Davina Hamilton
Prior learning		**Future learning**	
YR1 T3: Explain how it feels to succeed		RSHE: YR3T3 – Identifying strengths and difficulties, set goals. Recognise the feeling of success.	
Spiritual Moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Linked to school value – worship theme Safer Internet day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		How can perseverance help you achieve your goals? A) By giving up quickly B) By staying focused and never giving up C) By expecting things to be easy How can teamwork help us achieve our goals?	

		A) It doesn't help at all B) It can make tasks quicker and easier C) It makes things more difficult

Year 2 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 8, 11 • BS: 7 • F: 1,2 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect **Physical Health and mental Well-being** • Motivation • Healthier choices • Healthy Eating and nutrition • Recognising hazards and how to keep self safe • HE: 1,2,3,4 • GW: 1,2,3,4,5 • PHF: 1,3,4 • HP: 1,4,5 • PS: 1,2 • DATV: 1 **SMSC (spiritual, moral, social and cultural development)** • **Safety** • Medicine safety • Making an emergency call • Online Safety – Education for a connected world – Health Well-Being and lifestyle **Economic understanding**	Different food groups and know which foods the body needs every day to keep healthy. How to make and select healthy snacks. What our bodies need to be healthy. What foods our bodies need to give it energy. Recognise hazards in homes, fire risks and hot things Recognise risks and know how to keep safe around roads, railways and water. How medicines work in the body and how important it is to use them safely.	Healthy choices Lifestyle Healthy Less healthy Dangerous Medicines Safe Body Healthy Unhealthy Balanced diet Portion Proportion Energy Fuel Nutritious Hazzard Risk Safe Unsafe Asses Stop, drop roll Crossing Barriers	Happy in our skin – Fran Manushkin Julien is a mermaid – Jessica Love
Prior learning		**Future learning**	
Eatwell plate – Year 1 term 4 SCIENCE: YR 2 T2 – Healthy Eating – vegetable soup. RSHE: YR1 T4 Explain why the body is amazing and identify ways to keep it safe, healthy and happy		SCIENCE: YR 3 T3 - Nutrition RSHE: YR3 T4: Identify things, people and places that need to be kept safe from. Who to get help from. How to stay healthy and safe.	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
		Comic Relief Mothering Sunday World Book Day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	

		Why is it important to eat foods from all the different food groups? A) To have strong muscles B) To keep our bodies healthy C) To make our hair shiny Which food group provides us with energy? A) Fruits and vegetables B) Dairy products C) Carbohydrates

Year 2 **Term 5: Relationships**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Different types of families • Physical contact and boundaries • Friends and conflict • Special relationships • F: 1,2,3,4,5,6 • RKR: 1,2,3,4,5,6,7,8,9,11 • CF: 1,2,4,5,6,7 • BS: 1,2,3,4,5,6,7 • OSA: 1,2,4 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance to those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 3,4,5,9 • WO: 7,10,11 • PHF: 4 • HP: 1 **SMSC (spiritual, moral, social and cultural development)** • Secrets • Trust and appreciation **Safety** • Physical contact and boundaries • Water safety • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	Families are different, made up of different members, with different roles. There are lots of different types of physical contact, some is acceptable and some is not. Everyone has a right to say "Please stop, I don't like that" Everyone has to give permission to be touched as our bodies belong to us. How to identify and solve conflict with friends. Sometimes it is good to keep a secret and sometimes it is not. Who and how we appreciate in our family, school and community who help us. Express appreciation for people	Family , Different Similarities, Diverse, Stereotype Special, Relationship Important Cooperate, Touch Physical contact Communication Hugs, Acceptable Not acceptable, Like, Dislike, Friends, Conflict Point of view Positive Problem Solving Secret Good/worry Surprise, Adult Trust, Happy Sad, Frightened Honesty, Reliable Compliments Celebrate Positive, Negative Appreciate	The great big book of families – Mary Hoffman A bear hug at bedtime – Jana Novotny-Hunter Quiet! Kate Alizadeh Mamma and Mummy and me in the middle – Nina LaCour and Kaylani Juanti
Prior learning		**Future learning**	
YR1 T5: Special relationships, how these make us feel safe and good. Explain how my qualities help relationships. Appreciate relationships		YR3 T5 – How are lives are positively influenced by others; that we know and from other countries	
Spiritual Moment Opportunity		**Enhancement How we exceed the National Curriculum**	
		Water safety – swimming lessons Fathers day	

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		Who can be a part of a family? A) Only people who look the same B) Only people who have the same jobs C) Anyone who loves and cares for each other Who should you tell if someone touches you in a way that makes you uncomfortable? A) Tell a trusted adult B) Keep it a secret C) Tell a friend D) Forget about it

Year 2 **Term 6: Changing me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Life cycles in nature • Growing from young to old • Differences in female and male bodies (correct terminology) • F: 1,2,3,6 • RKR: 2, 3, 4,5,6,8,10,11 • BS: 1,2,3,4,5,6,7 • CF: 6,7 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 3,4,5,8,9 • DB: 1,2 • HP: 5 **SMSC (spiritual, moral, social and cultural development)** • Growing independence • Transition • Assertiveness **Safety** • Online safety – Education for a connected world – Online bullying, Self-image and identity **Economic understanding** Keeping a record – money heroes How to manage money: Keeping track of money and keeping records. Choices about saving and spending	Cycles of life in nature. How things grow and change over time How our bodies have changed since being a baby The physical differences between boys and girls, use the correct names for parts of the body and know that some parts of the body are private. There are different types of touch. Be confident to say what is ok and what is not ok. Feelings about moving to a new class.	Change, Grow Life cycles Control, Baby Toddler, Child Teenager, Adult Old, Young, Elderly Change, Respect Appearance Physical Independent Freedom Responsibilities Male, Female Vagina, Penis Testicles, Vulva Anus, Public Private, Touch Texture, Cuddle Hug, Squeeze Un/Comfortable Looking for a=ward	The Heart and the Bottle – Oliver Jeffers
Prior learning	**Future learning**		
SCIENCE: Yr2 T3 animals including humans have offspring that grow into adults. Life cycle for animals including humans RSHE: YR1 T6 Compare how I have changed since I was a baby. Use the correct names for private parts	YR3 T6: Explain how boys and girls bodies change during growing p		
Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**		
	Water safety – swimming lessons		

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		Why is it important to know that some parts of the body are private? A) To keep secrets B) To stay safe and protected C) To make others laugh D) To make others feel uncomfortable

Year 3 Term 1: Being me in my world			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,2,3,4,5,6,7,8,11 • F: 2 • OSA: 1,2 • CF: 2,3,4,5,6,7 • BS: 1 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Setting personal goals • Self-identity and worth • Positivity in challenges • Worry monster • GW: 2,3,4,5,6,9 • WO: 4 **SMSC (spiritual, moral, social and cultural development)** • Seeing things from others' perspectives • Responsible choices • Rewards and consequences **Safety** Online safety – Education for a connected world – Online reputation and Managing Online Information **Economic understanding**	How to identify positive things and achievements and to develop self-worth How to set personal goals How to face new challenges positively, make responsible choices and ask for help when needed. Why rules are needed and how they relate to rights and responsibilities How to make responsible choices and take action Actions affect others, try to see things from their points of view and consider others feelings	Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Courtesy Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibilities Dream Behaviour Rewards Consequences Self respect Actions Fairness Choices Exclude, loneliness, friendship Cooperate, team work View point Controlling Kind	Children of the world – Nicola Edwards The Whatifs – Emily Kilgore (introduce worry monster) All about Diversity - Usbourne
Prior learning	**Future learning**		
YR2 T1: Behaviour impacts others	Yr4 T1: Recognise how listening and being listened to encourages democracy and the feeling of fairness		
Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**		

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		What does it mean to 'try to see things from someone else's point of view'? A) Only care about your own thoughts B) Understand how others may feel or think C) Ignore other people's opinions

Year 3 **Term 2: Celebrating difference**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Families and their differences • Family conflict and how to manage it • Witnessing bullying and how to solve it • F: 1,2,3,4,5,6 • RKR: 1,2,3,4,5,6,7,8,9,10,11 • CF: 1,2,3,4,5,6,7 • OSA: 1,6 • BS: 1,5,6,7 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Giving and receiving compliments • GW: 1,3,4,5,6,7,9 • WO: 1,2,8 **SMSC (spiritual, moral, social and cultural development)** • Recognising how words can be hurtful **Safety** • Online Safety – Education for a connected world – Privacy and Security **Economic understanding** To buy or not to buy – money heroes The difference between something that I need and something I might want.	Everybody's family is different and important to them That differences and conflicts sometimes happen among family members What it means to be a witness to bullying Witnesses can make the situation better or worse by what they do Some words are used in hurtful ways Words affect others' feelings and have consequences	Family Loving Caring Safe Connected Difference Special Family Support Security protection Conflict Solutions Resolve Witness Bystander Bullying Unkind Feelings Tell Baner Consequences Hurtful Compliment Discrimination Stereotype Special Compliment Unique Difference Similarity	The Family Book' by Todd Parr The book "And Tango Makes Three' by Justin Richardson and Peter Parnell Freddie and the fairy – Julia Donaldson We are all different – Tracey Turner and Asa Gilland
Prior learning	**Future learning**		
YR2 T2: Sometimes people get bullied because they seem different, maybe because of gender stereotypes. Its ok to be different from our friends. How it feels to be/have friends.	Yr4 T2: Explain why bullying might be hard to spot and what to do. How first impressions can change.		
Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**		
	Anti-Bullying Week NSPCC – Speak out Stay Safe Christmas cards made and shared with the community Road Safety week Children in need-country file ramble Remembrance Day		

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What could a witness to bullying do? A) Join in and bully back B) Stay quiet and ignore it C) Stand up, tell an adult, and support the person being bullied

Year 3 **Term 3: Dreams and Goals**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,3,5,6,8,10 **Citizenship & British values** • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Recognising ad trying to overcome obstacles • Managing feelings • GW: 1,2,3,4,5 • PHF: 2 • PS: 1,2 **SMSC (spiritual, moral, social and cultural development)** • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • **Safety** Online Safety – Education for a connected world – Copyright and ownership **Economic understanding** • Simple budgeting	How to respect and admire people who overcome obstacles and achieve their dreams and goals How to identify a dream/ambition that is important Face new challenges and work out the best ways for me to achieve them Motivation and enthusiasm is needed to achieve a challenge How to identify barriers and take steps to overcome them That by evaluating the learning process and it can be better next time	Perseverance Challenges Success Obstacles Dreams Goals Respect Self esteem Ambitions Future Aspirations Team work Enterprise Design Cooperation Challenge Strengths Motivated Enthusiastic Excited Efficient Responsible Frustration technique Solution Safety Review Learning Celebrate Evaluate	'Me… Jane', by Patrick McDonnell The proudest blue – Ibtihaj Muhammed

Prior learning	**Future learning**
YR2 T3: Identify different roles in a group.	YR4 T3: Explain what it means to be resilient and have a positive attitude. How to deal with disappointment

Spiritual Moment Opportunity	**Enhancement How we exceed the National Curriculum**
	Safer Internet day

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		Why is it important to admire people who overcome obstacles? A) Because it is easy to overcome obstacles B) Because it shows determination and resilience C) Because it is not important to admire others

		Why is it important to have dreams and ambitions? A. To make you sad B. To help you focus and work towards a goal C. To forget about your future Which of the following is a positive way of responding to challenges and barriers? A) Getting frustrated and giving up B) Trying different approaches and seeking help C) Ignoring the problem and moving on

Year 3 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Respect for myself and others • BS: 1,4,5,6,7 • OSA: 2,4,5 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Exercise and fitness • Food labelling and healthy swaps • Attitudes towards drugs • HE: 1,2,3,4 • HP: 1,4 • DATV: 1 • PS: 1,2 • BFA: 1 • WO: 11 **SMSC (spiritual, moral, social and cultural development)** • **Safety** • Keeping safe on and offline • Medicine safety • Safe choices • Online Safety – Education for a connected world – Health Well-Being and lifestyle **Economic understanding**	How exercise affects the body and know why the heart and lungs are such important organs. The amount of calories, fat and sugar affects health Attitudes towards drugs How to identify things, people and places that need to be kept safe from, and recognise strategies for keeping safe including who to go to for help and how to call emergency services When something feels safe or unsafe How complex the body is and how important it is to take care of it	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Labels Sugar Fat Saturated Fat Healthy Drugs Attitude Safe Anxious Advice Strategy Ambulance Fire engine Police Coast guard Harmful Risk Feelings Complex Appreciate Body Choice	Change for life Dogs don't do ballet – Anna Kemp
Prior learning		**Future learning**	
SCIENCE: Yr3 T3 – Nutrients and balanced diet RSHE: YR2 T4 Why foods are good for the body. Make safe and healthy choices.		SCIENCE: YR 4 teeth RSHE: YR4T4- To make healthy and safe choices regardless of peers	
Spiritual Moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Sun Safe – summer activity pack Basic First aid – British Red Cross – what is first aid Super Salads Comic Relief Mothering Sunday World Book Day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	

		What is the name of the two important organs that help us breathe and pump blood around our bodies? A) Liver and Kidneys B) Heart and Lungs C) Stomach and Intestines D) Brain and Skin Which of the following is a physical benefit of regular exercise? A) Weakening of muscles B) Improved flexibility C) Decreased heart rate D) Reduced water intake

Year 3 **Term 5: Relationships**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to ask for help • Expressing appreciation for family and friends • F: 1,2,3,4 • RKR: 1,2,3,4,5,6,8,9,10,11 • CF: 1,2,3,4,5,6,7 • BS: 1,2,4,6,7 • OSA: 1,2,3,4,6 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 1,2,3,4,5,6,9 • WO: 1,2,5,6,7,8,9,10,11 **SMSC (spiritual, moral, social and cultural development)** • Being a global citizen • Being aware of how choices affect others • Awareness of how other children have different lives **Safety** • Keeping safe online and who to ask for help • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	That each member of a family has different roles and responsibilities; reflect on the expectations for males and females. The skills needed to be a good friend, and how to manage conflict. Some strategies for keeping safe online How people around the world help and influence my life and that the media doesn't always show complete information Needs and rights are shared by children around the world and to identify how our lives may be different. How to express appreciation to friends and family	Men, Women Male, Female Unisex, Role, Job Responsibilities Differences Similarities Respect, Stereotype Conflict, Solution Problem solving Safe, Unsafe, Risky Internet, Social media Private Messaging Gaming, Age limits, Privacy, personal information, location settings, trusted adults Global Communications Transport Interconnected Food journeys Climate, Trade Inequality, Needs Wants, Rights Deprivation United Nations Equality, Justice	Stella Brings the Family Miriam Schiffer Dogs don't do Ballet – Anna Kemp King and King Linda De Haan and Stern Nijland
Prior learning		**Future learning**	
GEOGRAPHY: YR 3 T4 – Rainforests YR3 T5 – How are lives are positively influenced by others; that we know and from other countries GEOGRAPHY: YR3 T6 – Why do we need rivers RSHE: YR4 T5: Feelings of loss YR2 T5 – Feeling comfortable/uncomfortable in a relationship		GEOGRAPHY: YR3 T6 – Why do we need rivers RSHE: YR4 T5: Feelings of loss	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Womens aid – friendships and conflict Be Internet legends Water safety – swimming lessons Fathers day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What is personal information?	

		A) Information about your favourite colour B) Information about your family and address C) Information about your favourite book What should you do if you receive a friend request from someone you don't know? A) Accept the request B) Ask your friends if they know the person C) Decline the request and tell a trusted adult True or False: Every child in the world has the same rights as you do. A) True B) False Which of these is a right every child should have? A) The right to play and have fun B) The right to be alone all the time C) The right to never go to school

Year 3 **Term 6: Changing me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • How babies grow • Outside body changes • Inside body changes • Family stereotypes • F: 1,2,3,4,6 • RKR: 1,3,5,6,8,10 • BS: 2,3,6,7 **Citizenship & British values** • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 2,3,4,5,8,9 • DB: 1,2 • HP: 4,5 **SMSC (spiritual, moral, social and cultural development)** • Challenging my ideas • Preparing for transition **Safety** • Online safety – Education for a connected world – Online bullying, Self-image and identity **Economic understanding** World of work – money heroes Understanding the important role money plays in our lives: Link between work and money, wider community	In animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby How babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Boys' and girls' bodies need to change so that when they grow up their bodies can make babies. How boys' and girls' bodies change on the outside during this growing up process How boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up How to keep clean and healthy People may have stereotypical ideas about parenting and family roles	Changes Birth Animals Babies Mother Growing up Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Vagina Hygiene Unwell infections Stereotypes Task Roles Challenge	NSPCC PANTS Rule Badgers parting gift – Susan Varley
Prior learning		**Future learning**	
YR2 T2: Use the correct terms for private parts. Safe touch.		Yr4 T6: Changes to boys and girls bodies- menstruation	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Water safety – swimming lessons	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
	Lesson 3 – Images (slides) not animation	Which part of the body do babies develop in before they are born?	

		A) Lungs B) Stomach C) Womb Which of the following is a change that happens to both boys and girls during puberty? A) Mood swings B) Decrease in eating habits C) No changes at all

Year 4 **Term 1: Being me in my world**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,2,3,4.5.6.7.8.11 • CF: 1,2.4.6 • BS: 1,4 • OSA: 6 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different beliefs and faiths **Physical Health and mental Well-being** • Worry monster • GW: 2,3,4,5,9 **SMSC (spiritual, moral, social and cultural development)** • Being part of a class and school community • Rewards and consequences • Group decision making • Having a voice • What motivates behaviour **Safety** • Online safety – Education for a connected world – Online reputation and Managing Online Information **Economic understanding**	How good it feels to be included in a group and understand how it feels to be excluded. Attitudes and actions impact the whole class team. Who is in the school community, the roles they play and how they fit together. How democracy works at Sedlescombe. Our actions can affect everyone How groups come together to make decisions Democracy and having a voice benefits the school community	Included Excluded Welcome Valued Team Role Job description School Community Responsibility Rights Respect Courtesy Democracy Reward Consequence Decisions Voting Authority Contribution Observer Conflict Violence Choices UN Convention on Rights of Child	UNCRC Rights of the Child - Unicef leaflet Black Dog – Levi Pinfold (introduce worry monster) My Beautiful voice – Joseph Coelho and Allison Colpoys
Prior learning		**Future learning**	
YR3 T1: How behaviour can affect how others feel and behave.		Yr 5 T1: Rules, rights and responsibilities make the school and the wider community a fair place.	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What is democracy? A) A system where only one person makes decisions B) A system where everyone has a say in making decisions D) A system where only adults make decisions What does it mean to cooperate with others? A) Working together towards a common goal B) Working alone and not sharing ideas C) Ignoring others' opinions	

Year 4 Term 2: Celebrating difference			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Understanding bullying • Identifying how special and unique everyone is • RKR: 1,2,3,4,5,6,7,8,9,10,11 • BS: 1,4,6,7 • CF: 1,2,3,6,7 • OSA: 1,2,4,5,6 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Accepting self and others • GW: 3,4,5,6,7,9 • WO: 1,2,3,4,6,7,8,10,11 **SMSC (spiritual, moral, social and cultural development)** • Challenging assumptions • Judging by appearance • Problem solving • First impressions **Safety** • Online Safety – Education for a connected world – Privacy and Security **Economic understanding** Budget Bonanza – money heroes Plan and track saving and spending by keeping simple records. Take account of other people's ideas and opinions when making decisions about saving and spending money	Sometimes, we make assumptions based on what people look like What influences people to make assumptions based on how people look Sometimes bullying (on/off line) is hard to spot and what to do if bullying might be going on Why witnesses sometimes join in with bullying and sometimes don't tell What is special about me and to value the ways in which I am unique It is possible to change first impressions/opinions	Character, Assumption Judgement Surprised, Different, Protected characteristic, assumption, Influence Appearance Accept, Influence Opinion, Attitude Judgement Bullying, Friend Secret, Deliberate On purpose Bystander, Witness Bully, Problem solve Cyber bullying Text message Website Troll, Special Unique Characteristics Physical features Impression Changed Courtesy, manners, respect	What the Jackdaw saw- Julia Donaldson The paper bag princess – Robert Robert Munsch Just Like me – Louise Gooding, Melias Iwai
Prior learning		**Future learning**	
YR3 T2: Conflicts between family and friends. How words can be hurtful or kind during conflicts.		YR5 T2: Direct and indirect bullying, identify a range of strategies to help. How racism and discrimination are unkind	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Anti-Bullying Week NSPCC – Speak out Stay Safe Christmas cards made and shared with the community Road Safety week Children in need-country file ramble Remembrance Day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		Which of the following is NOT a reason why people make assumptions based on how others look? A) Their clothing	

		B) Their facial expressions C) Their thoughts and feelings D) Their shoes

Year 4 **Term 3: Dreams and Goals**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Working in a group • RKR: 1,3,6,7,8,11 **Citizenship & British values** • Democracy • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Resilience • Positive attitudes • GW: 2,3,4,5,8 • WO: 1,3 **SMSC (spiritual, moral, social and cultural development)** • Hopes and dreams • Overcoming disappointment • Achieving goals **Safety** • Online Safety – Education for a connected world – Copyright and ownership **Economic understanding**	How it feels to have hopes and dreams Sometimes hopes and dreams do not come true and that this can hurt Reflecting on positive and happy experiences can help to counteract disappointment How to make a new plan and set new goals even if there has been disappointed How to work out the steps to take to achieve a goal, and do this successfully as part of a group How to identify the contributions made by all of the group to achieve success	Dream Hope Goal Determination Perseverance Resilience Positive Attitude Disappointment Anxious Hopeful Agree Disagree Self esteem Fears Hurt Positive experiences Plans Cope Self-belief Safe risk Courage Safety Motivation Commitment Team work Enterprise Design Cooperation Courtesy Manners Strengths Success Celebrate Evaluate	'Salt in his Shoes' by Deloris and Roslyn M. Jordan Video clip of Michael Jordan What we build – Oliver Jeffers
Prior learning		**Future learning**	
YR3 T3: Recognise own learning strengths. Share success with others.		YR5 T3: Compare our hopes and dreams with young people from other cultures	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Safer Internet day	

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		What can you do if your hopes and dreams change? A) Keep chasing the old ones B) Adapt and set new ones C) Hide your dreams D) Stop dreaming altogether

Year 4 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Healthy friendships • Group dynamics • RKR: 1,2,3,4,5,8,9,11 • F: 1,2,4 • CF: 1,2,3,4,6,7 • BS: 1,5,6,7 • OSA: 1,2,3	How different friendship groups are formed, how everyone fits into them and the friends we value the most. There are people who take on the roles of leaders or followers in a group The facts about smoking and its effects on health, and also some of the reasons some people start to smoke The facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Recognise when people are putting us under pressure and explain ways to resist this when we want A clear picture of what right and wrong	Friendships Emotions Healthy Relationships Friendship groups Value Roles Leader Follower Assertive Agree / disagree Smoking, Vaping Pressure Peers Guilt Advice Alcohol Embarrassment Pressure Assertive Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong	Childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/ Be internet legend Great Women who changed the world – Julia Adams and Louise Wright
Citizenship & British values • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs			
Physical Health and mental Well-being • Smoking • Alcohol • GW: 2,3,4,5,6,7,9,10 • WO: 2,4,7,8,9,10,11 • PS: 1,2 • BFA: 1 • DATV: 1 • PHF: 4			
SMSC (spiritual, moral, social and cultural development) • Assertiveness • Peer pressure • Celebrating inner strength			
Safety • Online Safety – Education for a connected world – Health Well-Being and lifestyle			
Economic understanding			

Prior learning	**Future learning**
SCIENCE: YR4 T1- Different types of teeth RSHE: YR3 T4: Identify things, people and places to keep safe from and recognise how to do this.	Yr 5 T4: Different roles of food and substances in people lives. Body image pressures. Smoking and alcohol misuse
Spiritual moment oportunity	**Enhancement How we exceed the National Curriculum**
	Comic Relief Mothering Sunday World Book Day Basic First Aid – red cross

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		Which organ in our body is most affected by smoking? A) Liver B) Lungs C) Stomach D) Brain Which organ in our body is most affected by excessive alcohol consumption? A) Heart B) Lungs C) Liver

Year 4 **Term 5: Relationships**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Getting on and falling out • Girlfriends and boyfriends • RKR: 1,2,3,4,5,6,7,11 • BS: 1,7 • CF: 1,2,3,4,5,6,7 • F: 1,2,3,4,5 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 1,3,4,5,6,8,9 • WO: 2,7 • DB: 1 **SMSC (spiritual, moral, social and cultural development)** • Jealousy • Love and loss • Memories of loved ones • Showing appreciation to people and animals **Safety** • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	Recognise situations which can cause jealousy in relationships How most people feel when they lose someone or something they love We can remember people even if we no longer see them How friendships change, know how to make new friends and how to manage falling outs What having a boyfriend/ girlfriend might mean and that it is a special relationship for when we are older How to show love and appreciation to people and animals who are special What I am looking forward to when I move to a new class	Relationship, Close Jealousy, Emotions Positive, Reality Negative Loss, Love, Shock, Disbelief, Numb Denial, Guilt Sadness, Pain Despair Hopelessness Relief Acceptance Depression Memories Remember Friendships Lonely Negotiate Compromise Trust, Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable	'Goodbye Mousie' by Robie H. Harris. Donovans Big Day Leslea Newman Tango Makes three – Justin Richardson

Prior learning	**Future learning**
YR3 T5: How our lives are influenced positively by people I know and by people from other countries	YR5 T5: Different friendships. How to stay safe when using technology

Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**
	Compassionate class - RSPCA Water safety – swimming lessons Fathers day

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		How can you manage a falling out with a friend? A. By ignoring the situation B. By talking calmly and listening to each other C. By spreading rumours about your friend D. By blaming the friend for everything

Year 4 **Term 6: Changing me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Girls and puberty • RKR: 2,3,4,5,6 • F: 1,3,5,6,8,11 • BS: 2,3,4,7 • OSA: 2,6 **Citizenship & British values** • Democracy • Individual liberty • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Confidence in change • 1,3,4,5,8,9 • DB: 1,2,3 • WO: 7 **SMSC (spiritual, moral, social and cultural development)** • Being unique • Preparing for transition • Environmental change **Safety** • Online safety – Education for a connected world – Online bullying, Self-image and identity **Economic understanding** Going digital – money heroes Managing risks and emotions associated with money: using accounts to keep money safe and to save. How to manage money: how to pay	Lots of things make up a persons identity and this is what makes us unique How a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. There are many types of families There are trusted people I can turn to if I need help How the circle of change works and how to apply it to make changes Accept changes that are out of our control	Identity Choices Hobbies Interests Skills Self respect Proud Values Unique Characteristics Personality Personal Puberty Menstruation Menstrual cycle Periods Sanitary towel Panty liner Period pad Period pants Fallopian Tube Period products Tampons Vagina Vulva Ovaries Hormone Womb Family Belonging Support Anxiety Care Seasons Change Control Acceptance Reliable Trustworthy Support Trusted adult	What makes a baby? Cory Silverberg The invisible string – Patrice Karst
Prior learning		**Future learning**	
YR3 T6: Explain how boys' and girls' bodies change on the inside and outside during the growing up process. Recognise feelings around change.		RSHE: YR5 T5 – Puberty. Homones Yr6 T6: Importance of looking after self physically and emotionally. Conception.	
Spiritual moment opportunity		**Enhancement**	

		How we exceed the National Curriculum
		Basic First AID – Asthma Water safety – swimming lessons School Health Team Q and A session puberty
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What is the monthly shedding of the uterine lining called? A) Fertilisation B) Menstruation C) Ejaculation D) Conception

Year 5 **Term 1: Being me in my world**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • F: 1,3,4,5,6,7 • RKR: 1,2,3,5,6,7,10 • CF: 2,3,4,6 • BS: 1	How to face new challenges positively and know how to set personal goals My rights and responsibilities as a citizen of my country and school Choices of behaviour will have rewards or consequences An individual's behaviour can impact on a group How democracy and having a voice benefits the school community and know how to participate in this	Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice Citizen Privilege Deprive Rewards Cooperation Collaboration Coutesy Manners	UNCRC Article Rights and Responsibilities What to do when you worry too much – Dawn Huebner (Introduce the worry monster) In you I See - Rachel Emily
Citizenship & British values • Being a citizen • Rights and responsibilities • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs			
Physical Health and mental Well-being • Worry monster • GW: 2,3,4,6,8			
SMSC (spiritual, moral, social and cultural development) • The year ahead • Rewards and consequences • How behaviour affects others			
Safety • Online safety – Education for a connected world – Online reputation and Managing Online Information			
Economic understanding			

Prior learning	**Future learning**
YR4 T1: Explain why being listened to and listening is important	YR6 T1: How our choices impact others. Universal rights and responsibilities

Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What are some rights you have as a citizen of your country? A) The right to vote and the right to education B) The right to wear any clothes you like C) The right to eat as much chocolate as you want

Year 5 **Term 2: Celebrating difference**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Types of bullying • F: 3 • CF: 1,2,3,6,7 • RKR: 1,5,7,8,9,10,11 • OSA: 1,2 • BS: 1,5,6,7 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 2,3,4,5,7,9 **SMSC (spiritual, moral, social and cultural development)** • Cultural differences and how they can cause conflict • Racism • Rumours and name calling • Material health and well being • Enjoying and respecting other cultures **Safety** • Online Safety – Education for a connected world – Privacy and Security **Economic understanding** Shopping sense – money heroes Becoming a critical consumer: decisions about saving and spending Becoming a critical consumer: spending and saving priorities Understanding the important role money plays in our lives: Helping others	That cultural differences sometimes cause conflict What racism is Rumour-spreading and name-calling can be bullying behaviour The difference between direct and indirect types of bullying The difference between our lives and people in the developing world A different culture from my own	Culture Conflict Difference Similarity Stereotype Assumptions Protected Characteristics Belong Racism Colour Race Discrimination culture Rumour Name-calling Homophobic Cyber bullying Texting Indirect Banter Direct Happiness Difference Continuum Developing world Celebration Artefacts	BBC Learning Clip about Joe and Megan BBC Learning Clip 13599 The little person inside – Talan Skills
Prior learning		**Future learning**	
YR4 T2: First impressions can change. Why bullying might be difficult to spot and what to do if worried. Accept self and others for who they are.		YR6 T2: Differences can be a source of conflict or a cause for celebration. Show empathy to other people.	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Anti-Bullying Week NSPCC – Speak out Stay Safe Resus Rangers – world first aid day assembly Christmas cards made and shared with village Road Safety week Children in need-country file ramble Remembrance Day	

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		What is racism? A. Being kind to everyone B. Treating people differently based on their race C. Playing with children of all backgrounds D. Sharing toys with friends of all races Which of the following is an example of indirect bullying? A) Sending mean messages online B) Calling someone names in person C) Pushing someone in the playground What does the term "developing world" refer to? a) Countries with advanced technology b) Countries with strong economies c) Countries with lower incomes and living standards

Year 5 **Term 3: Dreams and Goals**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Respectful relationships • RKR: 1,5,6,8,10 • OSA: 2,4 • F: 3 **Citizenship & British values** • Democracy • Rule of Law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • GW: 1,3,4 • WO: 1,5,6,7,10 **SMSC (spiritual, moral, social and cultural development)** • Future dreams, goals and jobs • Goals in different cultures • Supporting others (charity) • Motivation **Safety** • Online Safety – Education for a connected world – Copyright and ownership **Economic understanding** • The importance of money • Jobs and careers	I will need money to help me achieve some of my dreams There are different ways that peoples spending can affect others and the environment About a range of jobs and explore how much people earn in different jobs A job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Dreams and goals of young people in another culture Communicating with someone in a different culture means we can learn from each other How to support young people here and abroad to meet their aspirations	Dream Hope Goal Feeling Self esteem Identity Achievement Money Digital spending Save Spend Risks Personal details (PIN) Financial harm Self-care Grown up Adult Lifestyle Job Career Profession Salary Contribution Society Perseverance Motivation Aspiration Culture Country Sponsorship Communication	Hope is on the Horizon – Onjali Q Rauf
Prior learning		**Future learning**	
YR4 T3: To be resilient and have a positive attitude to achieve goals.		ART: YR5 T5 – Dreams Big or small TY6 T3: Different ways to work with others to make the world a better place.	
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Safer Internet day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What does "budgeting" mean? A) Spending money recklessly B) Planning how to save and spend money	

		C) Hiding money D) Losing money When thinking about a future job, what should you consider? A) Your favourite colour B) Your skills and interests C) Your least favourite subject

Year 5 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,2,3,5,6,7,8,11 • CF: 1,2,5,6,7 • BS: 1,7 • OSA: 1,2,3 • F: 2,4	The health risks of smoking and vaping and ways tobacco and nicotine are harmful to the body The risks of misusing alcohol, including anti-social behaviour, and how it affects the liver and heart The basic emergency aid procedures (including recovery position) and how to get help in emergency situations How the media, social media and celebrity culture promotes certain body types The media, social media and celebrity culture promotes certain body types. People have different attitudes to food and how these can be affected by external influences. What makes a healthy lifestyle including healthy eating and choices needed to be healthy and happy	Choices Smoking, tobacco, nicotine, addicted, informed decision, pressure, media, influence, vaping Healthy behaviour Unhealthy behaviour Emergency Procedure Recovery position Calm, Level-headed, Body image, Social media Celebrity, Altered Self-respect Comparison Respect, Pressure Debate, Opinion Fact, Choices Healthy lifestyle Motivation	http://mentor-adepis.org/alcohol-drug-education-uk/ BBC bitezise – the effects of alcohol on young people British red cross – helps save lives, emergency action Idia and the Benin Kingdom – Ekiuwa Aire
Citizenship & British values • Democracy • Rule of Law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs			
Physical Health and mental Well-being • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • GW: 1,2,3,4,5,6,7,9,10 • WO: 1,2,3,4,5,6,7,8 • DATV: 1 • BFA: 1,2 • PS: 1,2 • HE: 1,2,3,4 • HP: 1 • PHF: 1,2,3			
SMSC (spiritual, moral, social and cultural development) • Motivation and behaviour			
Safety • Online Safety – Education for a connected world – Health Well-Being and lifestyle			
Economic understanding			
Prior learning	**Future learning**		
YR4 T4: Peer pressure	YR6 T4: Anti-social use of substances, including alcohol. Impact of alcohol or substance misuse.		
Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**		

		Basic First Aid – Emergencies and calling for help Comic Relief Mothering Sunday World Book Day
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What is the main gas in cigarette smoke that is harmful to the body? A) Oxygen B) Nitrogen C) Carbon dioxide D) Carbon monoxide Which food group is important for brain development and function? A) Fruits and Vegetables B) Dairy Products C) Protein-rich Foods D) Fats and Sugars Why is it important to drink water every day? A) To help clean your clothes B) To keep your body hydrated and healthy C) To make your hair shiny D) To make your skin glow

Year 5 Term 5: Relationships			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Safer online communities • F: 2,4,6 • RKR: 1,2,3,4,5,6,7,8,9,11 • CF: 2,3,5,6,7 • OSA: 1,2,3,4,5,6 • BS: 1,2,4,5,6,7 **Citizenship & British values** • Democracy • Rule of Law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Reducing screen time • GW: 1,2,3,4,5,6,7,9,10 • WO: 1,2,3,4,5,6,7,8,9,10,11 • PHF: 1,4 • HP: 1,3 **SMSC (spiritual, moral, social and cultural development)** • Self-recognition and self-worth • Self-esteem **Safety** • Rights and responsibilities on line • Online gaming and gambling • Dangers of online grooming • SMARRT Internet safety rules • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	Who I am as a person in terms of my characteristics and personal qualities, recognise different friendships Being part of an online community can have positive and negative consequences The rights and responsibilities in an online community or social network There are rights and responsibilities when playing a game online Things I can do to reduce screen time, so my health isn't affected How to stay safe when using technology to communicate with friends	Characteristics Personal qualities Attributes Self-esteem Interests Hobbies lonely Responsibility/Being responsible Age-restriction Assertive Controlling Social network Community Online Offline Rights Risky Fake online hoaxes Location settings Reporting Violence Appropriate Grooming Trolled Gambling/ betting Loot boxes Trustworthy Devices Screen time Social Mental health Physical health Personal information	Everyone feels sad Phoenix goes to school – Michelle and Phoenix Finch
Prior learning	**Future learning**		
YR2 T5 – Feeling comfortable/uncomfortable in a relationship YR3 T5 – How are lives are positively influenced by others; that we know and from other countries GEOGRAPHY: YR3 T6 – Why do we need rivers RSHE: YR4 T5: Feelings of loss	Yr6 T6: Identify the feelings associated with loss. Recognise how and when people try to gain power or control over others. Ways to manage emotions and feelings.		
Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**		

		Water safety – swimming lessons Fathers day
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		Why is it important to keep personal information private online? A) To make friends B) To stay safe and protect yourself C) To share with strangers

Year 5 **Term 6: Changing me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Puberty for girls • Puberty for boys • RKR: 1,5,8,11 • OSA: 2,6 • BS: 7 • CF: 1,2 • F: 2,4 **Citizenship & British values** • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Coping with change • GW: 1,2,3,4,5,8,9,10 • PB: 1,2,3 • WO: 1,3,7,9,11 **SMSC (spiritual, moral, social and cultural development)** • Self and body image • Influence of online and media on body image • Growing responsibility • Preparing for transition **Safety** • Online safety – Education for a connected world – Online bullying, Self-image and identity **Economic understanding** A sporting chance – money heroes Becoming a critical consumer: value for money How to manage money: simple financial records	Be aware of own self-image and how body image fits into that How a girl's body changes during puberty and understand the Importance of looking after self physically and emotionally How boys' and girls' bodies change during puberty How a baby develops from conception through the nine months of pregnancy, and how it is born What to look forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) What to look forward to when moving to next class, exploring loss JIGSAW LESSON 4 (year 5) ON CONCEPTION HAS MOVED TO YEAR 6. Conception to birth LESSON 3 FROM YEAR 6 MOVED TO YEAR 5.	Self, Self-image Body image Self-esteem Perception Characteristics Aspects, Affirmation, filter edited, media, social media, influencer, authentic Puberty, Menstruation Periods, Sanitary towels, Sanitary pads Tampons, Ovary/ Ovaries, Vagina Oestrogen Vulva, Womb/Uterus, hormones Sperm, Semen Testicles/Testes Erection, Ejaculation Wet dream Larynx, Facial hair Hormones, Conception Change, Hope, Manage, Cope	Heather has 2 mummies – Leslea Newman Love you forever – Robert Munsch
Prior learning		**Future learning**	
SCIENCE: YR5 T1 – Life cycles. Process of reproduction RSHE: YR4 T6: Changes to boys and girls bodies.		Yr6 T6: That sexual intercourse can lead to conception and that is how babies are usually made. That sometimes people need IVF to help them have a baby	
Spiritual Moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Water safety – swimming lessons School Health Team Q and A session puberty	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
	SHARE LETTER AND RESOURCES WITH PARENTS AHEAD OF THIS TOPIC Can withdraw from conception to birth lesson.	What is 'self-image'? A. How other people see you B. What you think and feel about yourself C. Only how your body looks D. What your friends say about you Which statement is correct about puberty? A. Everyone changes at exactly the same time	

		B. Only boys go through puberty C. Changes happen at different times for everyone D. Puberty happens in one week

Year 6 **Term 1: Being me in my world**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,2,4,5,6,7,8,10,11 • F: 1,2,3,4 • BS: 1,4,6,7 • CF: 1,2,4 **Citizenship & British values** • Global citizenship • Children's universal rights • Democracy • Rule f law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Worry monster • GW: 1,3,4 • HP:3 • WO: 9 • PS:I **SMSC (spiritual, moral, social and cultural development)** • Identifying goals for the year • Feeling welcome and values • Choices, consequences and rewards • Group dynamics • Anti-social behaviour • Role model **Safety** • Online safety – Education for a connected world – Online reputation and Managing Online Information **Economic understanding**	Set goals for the year, identify fears and worries about the future and know how to express them That there are universal rights for all children but for many children these rights are not met That our actions affect other people locally and globally Behaviour choices link to rights and responsibilities How an individual's behaviour can impact on a group How democracy and having a voice benefits the school community	Goals, Worries Fears, Value Welcome Choice, Rights Community Education Wants, Needs Maslow, Empathy Comparison Opportunities Behaviour Responsibilities Rewards Consequences Empathise Obstacles Cooperation Collaboration Courtesy Manners Hazard Risk Legal, Illegal Lawful Democracy Decision Proud	What to do when the news scares you – Jacqueline Toner (introduce the worry monster) Little People Big dreams Treasury
Prior learning		**Future learning**	
YR5 T1: Compare life with people in other countries. Explain why we have rules, rights and responsibilities which impact on the school and the wider community.			
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Year 6 Buddies	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		What are children's rights? A. Rules only some children have B. Things all children should have to be safe and happy	

		C. Rewards for good behaviour D. Only for children in school Which is an example of a global impact? A. Sharing toys with a friend B. Recycling materials C. Talking in class D. Choosing where to sit

Year 6 **Term 2: Celebrating difference**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Understanding bullying • Differences as conflict, differences as celebration • RKR: 1,3,4,5,8,9,10 • F: 3,5 • CF: 1,2,6,7 • OSA: 1,5 • BS: 1,5,6,7 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Empathy • GW: 3,4,5,7,9 • WO: 1,2,4,8,11 **SMSC (spiritual, moral, social and cultural development)** • Perceptions of normality • Understanding disability • Power struggles • Inclusion/exclusion **Safety** • Online Safety – Education for a connected world – Privacy and Security **Economic understanding**	There are different perceptions about what normal means How being different could affect someone's life Some of the ways in which one person or a group can have power over another Some of the reasons why people use bullying behaviours How to appreciate people for who they are Ways in which difference can be a source of conflict and a cause for celebration	Normal, Ability Disability Visual impairment Protected characteristics Empathy Perception Medication Vision, Blind Diversity, Courage, Fairness Rights Responsibilities Power, Struggle Imbalance Control Harassment Bullying Bullying behaviour Direct, Indirect Argument Recipient Achievement Accolade, Sport, Perseverance Admiration, Stamina	Who are you? The kids guide to gender identity I am not a label – Cerrie Burnell We are all Wonders – PJ Palacia Amazing – Steve Anthony The boy who made everyone laugh – Helen Rutter
Prior learning		**Future learning**	
Yr 5 T2: Identify the differences between direct and indirect bullying and suggest a range of strategies to help others or myself. Explain why racism and other forms of discrimination are unkind.			
Spiritual moment opportunity		**Enhancement How we exceed the National Curriculum**	
		Anti-Bullying Week NSPCC – Speak out Stay Safe Road Safety week Children in need-country file ramble Remembrance Day	
Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**	
		Which statement is correct? A. Everyone agrees on what is normal B. What is normal can change depending on people and places	

		C. Normal never changes D. Only one culture decides what is normal What does it mean if someone has power over another person? A. They always make kind choices B. They can influence or control what someone else does C. They are older D. They are stronger only

Year 6 Term 3: Dreams and Goals			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 1,3,5,6,7,8,11 **Citizenship & British values** • Democracy • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Motivation • Compliments • GW: 1,3,4,5,8,9 **SMSC (spiritual, moral, social and cultural development)** • Personal learning goals, in and out of school • Making a difference in the world • Recognising achievements **Safety** • Online Safety – Education for a connected world – Copyright and ownership **Economic understanding**	Own learning strengths and set challenging but realistic goals The steps needed to take to reach goals and understand how to motivate self to work on these How to identify problems in the world and talk to other people about them How work with other people to help make the world a better place What some people in my class like or admire about me and to accept their praise	Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Success Criteria Money Global Issue Suffering Concern Hardship	The Island - Armin Greder

Prior learning	**Future learning**
YR5 T3: Compare hope and dreams with children from different cultures	

Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**
	Safer Internet day

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What makes a goal 'realistic'? A. It is very easy to achieve B. It is impossible C. It is challenging but achievable D. It is something others choose for you Why is it important to talk about problems? A. To complain B. So people can ignore them C. To help find solutions with others D. To make things worse

Year 6 **Term 4: Healthy Me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • RKR: 2,3,4,5,8,11 • OSA: 3 • BS: 1,2,3,4,5,6,7 • CF: 1,2,3,4,5,6,7 • F: 1,2,4 **Citizenship & British values** • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • How substances affect the body • Emotional and mental health • Managing stress • GW: 1,2,3,4,5,6,9,10 • WO: 3,6 • PHF: 1,2,3,4 • HE: 1,2,3,4 • DATV: 1 • HP: 1,2,3,4,6 • PS: 1 **SMSC (spiritual, moral, social and cultural development)** • Personal responsibility **Safety** • Exploitation, including 'county lines' and gang culture • Online Safety – Education for a connected world – Health Well-Being and lifestyle **Economic understanding**	How to take responsibility for own health and make choices that benefit health and well-being About different types of drugs and their uses and their effects on the body particularly the liver and heart That some people can be exploited and made to do things that are against the law Know why some people join gangs and the risks this involves What it means to be emotionally well and explore people's attitudes towards mental health/illness How to recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse	Responsibility Choice Immunisation Prevention, Drugs Effects, Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances Highs Psychoactive Exploited, Vulnerable, Criminal, Gangs Pressure, Strategies Reputation Anti-social behaviour Mental health Emotional health Mental illness Symptoms, Stress Triggers, Strategies Managing stress Pressure	www.youngminds.org Change for life BBC bitesize – underage drinking Little People Big Dreams

Prior learning	**Future learning**
SCIENCE: Yr6 T4 – Impact of diet, exercise, drugs and lifestyle YR5 T4: Different roles that food and substances play in peoples lives. Body image pressures. Alcohol and substance misuse.	

Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**
	Basic First aid – bleeding Comic Relief Mothering Sunday World Book Day

Health and Safety	**Resources and Equipment**	**Misconceptions and Hinge Questions**
		What does taking responsibility for your health mean? A. Letting others make all your choices B. Making choices that help keep your body and mind healthy

		C. Only thinking about health when you are ill D. Doing whatever is easiest What is a drug? A. Only illegal substances B. Any substance that changes how the body works C. Something only adults use D. Something that is always harmful

Year 6 **Term 5: Relationships**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Love and loss • Managing feelings • RKR: 1,2,3,4,5,6,7,8,9,11 • CF: 1,2,3,4,6,7 • F: 1,2,6 • BS: 1,2,4,5,6,7 • OSA: 1,2,3,4,5,6 **Citizenship & British values** • Democracy • Rule of law • Individual liberty • Mutual Respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Mental health • Identifying mental health worries and sources of support • GW: 1,2,3,4,5,6, 7,8,9,10 • HE: 1 • HP:1,3 • PHF: 4 • WO: 1,2,3,4,5,7,9,10,11 **SMSC (spiritual, moral, social and cultural development)** • Power and control • Assertiveness **Safety** • Technology safety – responsible use • Online Safety – Education for a connected world – Online Relationships **Economic understanding**	That it is important to take care of mental health How to take care of mental health That there are different stages of grief and that there are different types of loss that cause people to grieve When people are trying to gain power or control Whether something online is safe and helpful for me How to use technology positively and safely to communicate	Mental health Ashamed Stigma, Stress Anxiety, Support Worried, Signs Emotions Feelings Sadness, Loss Grief, Denial Despair, Guilt Shock Hopelessness Anger Acceptance Coping strategies Power, Control Authority, Bullying Script, Assertive Strategies, Risks Pressure, Influences Courtesy, real/fake, AI, consent, information, privacy	My Princess Boy – Chery Kilodavis
Prior learning	**Future learning**		
YR2 T5 – Feeling comfortable/uncomfortable in a relationship YR3 T5 – How are lives are positively influenced by others; that we know and from other countries GEOGRAPHY: YR3 T6 – Why do we need rivers RSHE: YR4 T5: Feelings of loss YR5 T5: Different friendships. How to stay safe when using technology Yr6 T6: Identify the feelings associated with loss. Recognise how and when people try to gain power or control over others. Ways to manage emotions and feelings.			
Spiritual moment opportunity	**Enhancement How we exceed the National Curriculum**		

	Water safety - swimming lessons Fathers day

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
		Which statement is true about mental health? A. Only some people have mental health B. Mental health stays the same all the time C. Everyone has mental health and it can change D. It cannot be improved How can you tell if something online is safe? A. If it looks interesting B. If a stranger shares it C. If it comes from a trusted source and feels appropriate D. If lots of people like it

Year 6 **Term 6: Changing me**			
Types of knowledge	**Core knowledge Need to Know**	**Vocabulary**	**Linked texts**
Relationships Education & Sex Education • Puberty and feelings • Conception to birth • Respect and consent • Boyfriends and girlfriends • F: 1,2,4,5 • RKR: 1,2,3,4,5,6,7,8,10,11 • BS: 2,3,7 • CF: 1,2,3,4,5,7 • OSA: 2,3 **Citizenship & British values** • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs **Physical Health and mental Well-being** • Self-image • Body image • DB: 1,2 • GW: 1,2,3,4,5,6,8,9,10 • WO: 1,2,3,5,7,9 • HP: 5 **SMSC (spiritual, moral, social and cultural development)** • Transition **Safety** • Sexting • Online safety – Education for a connected world – Online bullying, Self-image and identity **Economic understanding** A sporting fan – money heroes Becoming a critical consumer: influences on saving and spending	Own self-image and how body image fits into that How girls' and boys' bodies change during puberty That sexual intercourse can lead to conception and that is how babies are usually made. That sometimes people need IVF to help them have a baby How to maintain positive relationships and keep my own identity Know the importance of positive self-esteem and how to develop it. How to prepare myself emotionally for the changes next year JIGSAW LESSON 4 (year 5) ON CONCEPTION HAS MOVED TO YEAR 6 (remember withdrawals) – Need to choose animation 7-9years. BABIES: CONCEPTION TO BIRTH LESSON 3 FROM YEAR 6 MOVED TO YEAR 5. LESSON 2: NOT BLUE TEXT Lesson 4a to be used	Self-image, Self-esteem Real self, Celebrity Opportunities Freedoms, responsibilities Puberty, Pubic Hair Voice Breaks, Menstruation, Semen, Growing Taller, Facial Hair, Erection, Tampon, Breasts Hormones, Wet Dream Ovulation, Sanitary Towel, Testicles, Sperm, Underarm Hair, Penis, Vagina, Womb Vulva, Pregnancy Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement Making love Sexual intercourse Consent Fallopian tube Fertilisation Pregnancy, Embryo Umbilical cord Contraception Fertility treatment	Julian is a mermaid – Jessica Love Dreams of Freedom – Amnest international
Prior learning		**Future learning**	
SCIENCE: Yr2 T5 – Animals reproduce. Animals grow until maturity RSHE: YR2 T6 – Use the correct terms for private body parts YR3 T6: Explain how boys and girls bodies change during growing up Yr4 T6: Changes to boys and girls bodies- menstruation SCIENCE: Yr5 T1 – Process of reproduction in animals RSHE: YR5 T5 – Puberty. Hormones Yr5 T6: Importance of looking after self physically and emotionally. Conception. SCIENCE: YR 6 T2 – Life cycles SCIENCE: YR5 T1 - Life cycles. Process of reproduction			
Spiritual moment opportunity		**Enhancement**	

	How we exceed the National Curriculum
	First aid – Basic Life support Water Safety – swimming lessons

Health and Safety	Resources and Equipment	Misconceptions and Hinge Questions
	SHARE LETTER AND RESOURCES WITH PARENTS AHEAD OF THIS TOPIC	What is 'self-image'? A. Only how your body looks B. How you think and feel about yourself C. What other people say about you D. Something that never changes What is important in a positive relationship? A. Changing yourself to please others B. Respecting each other and being yourself C. Always agreeing D. Letting one person decide everything