

PSHE Coverage Termly Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>					
Yr 1/2 Cycle A	What is the same and what is different about us?	Who is special to us?	What helps us to stay healthy?	What Can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Key Engagement Questions	<p>1 What do I like/dislike and what am I good at? Discuss what children like and dislike Compare differences and similarities Share ideas about different positive strengths or attributes of different members in the class. Play I like x because around the circle Make posters with pictures and positive comments about each child</p> <p>2 What makes me special and what special strengths and qualities do I have that are unique to me?</p> <p>3 How am I similar or different to others, and what do I have in common With other people?</p> <p>4 What are the correct names for the main parts of</p>	<p>1 I belong to my family group. What other groups do I belong to?</p> <p>2 What do my family members, or people that are special to me, do to make me feel loved and cared for?</p> <p>3 Are all families the same?</p> <p>4 What is family life like and what do families enjoy doing together?</p> <p>5 Who can I talk to if I am unhappy or worried?</p>	<p>1 What does being healthy mean and who can help me to be healthy?</p> <p>2 How do medicines help people to be healthy?</p> <p>3 Why is hygiene important and what simple hygiene routines can stop germs from being passed on?</p> <p>4 What can I do every day to take care of myself</p> <p>5 How do I brush my teeth properly?</p>	<p>1 What is money and how do you get it?</p> <p>2 How do people make choices about what to do with their money?</p> <p>3 What is the difference between needs and wants?</p> <p>4 How do people keep money safe?</p>	<p>1. What jobs do people in the community have that help keep other safe?</p> <p>2 Who can help me in different places and situations?</p> <p>3 How can I ask for help if I am worried ?</p> <p>4 How should I respond to adults I don't know?</p> <p>5 How do I get help if there is an accident and someone is hurt?</p>	<p>1 How can I be kind to other people?</p> <p>2 What responsibilities do I have in and out of the classroom?</p> <p>3 How can we care for and look after people and animals ?</p> <p>4 What can harm the local and global environment; how they and others can help care for it</p> <p>5 How do people grow and change and how do people's needs change as they grow from young to old?</p>

	the body, including external genitalia; 5 Which parts of our bodies are private?					
Skills & Knowledge Links to the National Curriculum:	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H25. to name the main parts of the body including external genitalia R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R23. to recognise the ways in which they are the same and different to others L6. about the different groups that make up their community; what living in a community means L6. to recognise the ways they are the same as, and different to, other people L14. that everyone has different strengths	L4. about the different groups they belong to R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	H1, H5, H6, H7, H10, H37 H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this	H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L5. about the different roles and responsibilities people have in their community	H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment
Yr 1/2 – Cycle B	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Key Engagement Questions	1. How can I make friends with others? 2. How do I recognise when I feel lonely and what can I do about it? 3. How do people behave when they are being friendly and what makes a good friend?	1. How do words and actions affect how people feel? 2. How do I ask for and give/not give permission for other people to touch me? 3. What can I do if someone touching me makes me feel uncomfortable or unsafe? 4. Why is name-calling, hurtful teasing, bullying and	1. How do jobs help people earn money to pay for things they need and want? 2. What are some of the different jobs that people in my community do? 3. What different strengths and interests do people have that enable them to do different jobs?	1. How do rules and restrictions help to keep me safe? (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) 2. How can I identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take	1. What different things help my body to be healthy?(including food and drink, physical activity, sleep and rest) 2. How does eating too much sugar affect my body and teeth? 3. How can I be physically active and why is rest and sleep important?	1. How can I recognise, name and describe a range of feelings? 2. What helps me to feel good, or better if I am not feeling good and how do different things / times / experiences make different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)

	<p>4. How can I resolve arguments that can happen in friendships</p> <p>5. How do I ask for help if a friendship is making me unhappy?</p>	<p>deliberately excluding others is unkind? What can I do if I see this or it happens to me?</p> <p>5. Why is it important to tell a trusted grown up about bullying or other hurtful behaviour, (including online)</p>	<p>4. How do people use the internet and digital devices in their jobs and everyday life?</p>	<p>steps to avoid or remove myself from them?</p> <p>3. How can I resist pressure to do something that make me feel unsafe or uncomfortable, including keeping secrets?</p> <p>4.How do I know if something I see online is true ? Are people online always who they say they are?</p> <p>5.Who can I tell if I am worried for myself or others, worried that something is unsafe or or if I come across something that scares or worries me?</p>	<p>4. What are the different ways to play and learn and how much screen time is OK?</p> <p>5. How does sunshine helps bodies to grow and how do I keep safe and well in the sun?</p>	<p>3.How do feelings affect people in their bodies and their behaviour?</p> <p>4.How can I manage big feelings and why can it help to share my feelings with someone I trust</p> <p>5.How do I know if I need help with feelings and how do ask for help when they need it</p>
<p>Skills & Knowledge Links to National Curriculum:</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14. that sometimes people may behave differently online,</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is</p>

		R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them		including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe L1. about what rules are, why they are needed, and why different rules are needed L9. that not all information seen online is true for different situations		important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group
Yr 3/4 Cycle A	Term 1 How can we be a good friend?	Term 2 What keeps us safe?	Term 3 What are families like?	Term 4 What makes a community?	Term 5 Why should we eat well and look after our teeth?	Term 6 Why should we keep active and sleep well?
Key Engagement Questions	<p>1. How do friendships support wellbeing and why is it important to seek support if you are feeling lonely or excluded?</p> <p>2. How can we recognise if others are feeling lonely and excluded and how can we include them?</p> <p>3. How can we build good friendships, - what qualities contribute to positive friendships?</p> <p>4. Friendships sometimes have difficulties- how do we manage when there is a problem or an argument between friends, how can we resolve disputes and reconcile differences?</p>	<p>1. How can we recognise hazards that may cause harm or injury and what should we do to reduce risk and keep ourselves (or others) safe?</p> <p>2. How can we help keep our bodies protected and safe?(e.g. wearing a seatbelt, protective clothing and stabilizers)</p> <p>3. Each person's body belongs to them and should not be hurt or touched without their permission; what can we do and who can we tell if we feel uncomfortable? How can we recognise and respond to pressure to do something that make us feel</p>	<p>1. are all families the same?(e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>2. What are some of the common features of positive family life? (eg shared experiences, celebrations, special days or holidays)</p> <p>3. How should people within families care for each other and what are the different ways they might do this?</p> <p>4. How can we ask for help or advice if family relationships are making us feel unhappy, worried or unsafe?</p>	<p>1. What different groups and communities do I belong to?, e.g. friendship, faith, clubs, classes/year groups</p> <p>2. What is meant by a diverse community and how do different groups make up the wider/local community around the school?</p> <p>3. How can the community help everyone to feel included and value the different contributions that people make?</p> <p>4. How can I be respectful towards people who may live differently to me?</p>	<p>1. How and why should we to eat a healthy diet?</p> <p>2. How can we maintain good oral hygiene? (including regular brushing and flossing and the importance of regular visits to the dentist)</p> <p>3. what is the impact of not eating a balanced diet and the impact of too much sugar/acidic drinks on dental health?</p> <p>4. How do people make choices about what to eat and drink, and who or what influences these choices?</p> <p>5. How, when and where can we ask for advice and help about healthy eating and dental care</p>	<p>1. How does regular physical activity benefits our bodies and feelings.</p> <p>2. How can we be active on a daily and weekly basis - how can we balance time online with other activities? Who or what influences our choices about physical exercise?</p> <p>3. How does the lack of physical activity affect health and wellbeing?</p> <p>4. How does lack of sleep affect the body and moods and what simple routines support good quality sleep?</p> <p>5. How can we seek support in relation to physical activity, sleep and rest and who can we talk to if we are worried?</p>

	<p>5. How can we recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support?</p>	<p>unsafe or uncomfortable? (including online)</p> <p>4. How do everyday health and hygiene rules and routines help people stay safe and healthy? (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>5. How should we react and respond if there is an accident and how do we deal with minor injuries? e.g. scratches, grazes, burns What should we do in an emergency? (including calling for help and speaking to the emergency services)</p>				
<p>Skills & Knowledge Links to National Curriculum:</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g.</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H13. about the benefits of the internet; the importance of balancing time online with other</p>

		<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>			<p>sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
Yr 3/4 Cycle B	Term 1 What strengths skills and interests do we have?	Term 2 How can our choices make a difference to ourselves and our environment?	Term 3 How can we manage our feelings	Term 4 How will we grow and change?	Term 5 How do we treat others with respect?	Term 6 How can we manage risk in different places?
Key Engagement Questions	<p>1. How do we recognise personal qualities and individuality and what positive attributes and achievements can we identify in ourselves?</p>	<p>1. whose responsibility is it to protect the world around us?</p> <p>2. How can our everyday choices affect the environment and</p>	<p>1. How do everyday things affect feelings?</p> <p>2. How do feelings change over time and how are they experienced at different levels of intensity?</p>	<p>1. What is puberty and how do our bodies change during puberty?</p> <p>2. What is menstruation and menstrual wellbeing, and</p>	<p>1. How does people's behaviour on and offline affect themselves and others?</p> <p>2. What polite and courteous behaviour can we</p>	<p>1. How can we recognise, predict, assess and manage risk in different situations</p> <p>2. How can we keep safe in the local environment and less familiar locations when</p>

	<p>2. How do our personal attributes, strengths, skills and interests contribute to our self-esteem?</p> <p>3. How can we set ourselves goals ?</p> <p>4. How do we manage when there are set-backs?</p> <p>5. How can we learn from our mistakes and reframe unhelpful thinking?</p>	<p>how does what people choose to buy or spend money on affect others or the environment? (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>3. How can we show care and concern for others? (people and animals)</p> <p>4. What skills and vocabulary do we need to discuss a topical issue this with others?</p> <p>5. How can we carry out personal responsibilities in a caring and compassionate way?</p>	<p>3. Why is it important to express feelings and how they can be expressed in different ways?</p> <p>4. How do we respond proportionately to, and manage, feelings in different circumstances?</p> <p>5. How can we manage feelings at times of loss, grief and change how can we access advice and support to help manage our own or others' feelings?</p>	<p>what are erections and wet dreams?</p> <p>3. How can puberty affect our emotions and feelings?</p> <p>4. How do our personal hygiene routines change during puberty?</p> <p>5. How can we ask for advice and support about growing and changing and puberty</p>	<p>show in different situations and what respectful behaviour should we expect to receive in return?</p> <p>3. What is the relationship between rights and responsibilities and what is the right to privacy?</p> <p>4. When should a confidence or secret should be kept and when should they not be agreed to? – When should we tell?</p> <p>5. What are the rights that children have and why it is important to protect these?</p> <p>6. Everyone should feel included, respected and not discriminated against; how can we respond if we witness or experience exclusion, disrespect or discrimination?</p> <p>7. What should we do if we experience aggressive or inappropriate behaviour (including online and unwanted physical contact) – how can we report concerns?</p>	<p>out and about? (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices)</p> <p>3. How can people be influenced by their peers' behaviour and by a desire for peer approval, both on lin and in real life? How can we manage this influence?</p> <p>4. How can we keep safe online? (including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact)</p> <p>5. How do rules, restrictions and laws help people to keep safe and how can we respond if we become aware of a situation that is anti-social or against the law?</p>
<p>Skills & Knowledge Links to National Curriculum:</p>	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L25. to recognise positive things about themselves and their</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to</p>	<p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p>

	<p>achievements; set goals to help achieve personal outcomes</p>	<p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>about growing and changing, especially about puberty</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L10. about prejudice; how to recognise behaviours/actions which discriminate against</p>	<p>H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel</p>
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Year 5/6 Cycle A	Term 1 What makes up a person's identity?	Term 2 What decisions do people make about money?	Term 3 How can we help in an accident or an emergency?	Term 4 How can friends communicate safely?	Term 5 How can drugs common to everyday life effect health?	Term 6 What jobs would we like?
Key Engagement Questions	<p>1. What are the similarities and differences between people and what they have in common with others?</p> <p>2. What are some of the factors that contribute to a person's identity? (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>3. What makes up a person's identity? (individuality and personal qualities and that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p>	<p>1. How do people make decisions about spending and saving money and what influences them?</p> <p>2. How do people keep track of money so they know how much they have to spend or save?</p> <p>3. How do people make choices about ways of paying for things they want and need? (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>4. How can we recognise what makes something 'value for money' ?</p> <p>5. What are risks associated with money? (it can be won,</p>	<p>1. How can we carry out basic first aid? (including for burns, scalds, cuts, bleeds, choking)</p> <p>2. What special first aid does someone with a head injury need? (they should not be moved) or someone having an asthma attack or allergic reaction?</p> <p>3. When it is appropriate to use first aid and when should we seek adult help?</p> <p>4. Why is it important to remain calm in an emergency and what clear information about what has happened should we provide to an adult or the emergency services?</p>	<p>1. What different types of relationships do people have in their lives and how friends and family communicate together?</p> <p>2. How can the internet and social media be used positively and does knowing someone online differ from knowing someone face-to-face?</p> <p>3. How can we recognise risk in relation to friendships and keeping safe and what are the types of content (including images) that is safe to share online?</p> <p>4. What are some of the ways of seeking and giving consent before images or</p>	<p>1. How do drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) affect health and wellbeing?</p> <p>2. What drugs are legal (but may have laws or restrictions related to them) and what drugs are illegal?</p> <p>3. Why are there laws surrounding the use of drugs? Why do people choose to use or not use different drugs?</p> <p>4. How can people prevent or reduce the risks associated with drugs ?</p>	<p>1. What different types of jobs are there and do people often have more than one during their careers and over their lifetime?</p> <p>2. Are all jobs paid the same and what skills, attributes, qualifications and training are needed for different jobs?</p> <p>3. What are the different ways into jobs and careers, (including college, apprenticeships and university) and how do people choose a career/job and what influences their decision?(including skills, interests and pay)</p>

	<p>4. What are stereotypes are they accurate and how can they negatively influence behaviours and attitudes towards others?</p> <p>5. How can we challenge stereotypes and assumptions about others?</p>	<p>lost or stolen) and how can money affect people's feelings and emotions?</p>		<p>personal information is shared with friends or family?</p> <p>5. How can we respond if a friendship is making us feel worried, unsafe or uncomfortable how can we ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety?</p>	<p>(for some people, drug use can become a habit which is difficult to break)</p> <p>5. How can organisations help people to stop smoking and what support is available to help people if they have concerns about any drug use?</p> <p>How can we ask for help from a trusted adult if we have any worries or concerns about drugs?</p>	<p>4. How can we question and challenge stereotypes about the types of obs people can do?</p> <p>5. How might I choose a career/job for myself when I am older, why and what might influence my decisions?</p>
<p>Skills & Knowledge Links to National Curriculum:</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

Year 5/ 6 Cycle B	Term 1 and Term 2 How can we keep healthy as we grow?		Term 3 and Term 4 How can media influence people?		Term 5 and Term 6 What will change as we grow more independent? How do friendships change as we grow?	
Key Engagement Questions	<p>1. How are mental and physical health are linked?</p> <p>2. Why do positive friendships and being involved in activities such as clubs and community groups support wellbeing?</p> <p>3. What choices support a healthy, balanced lifestyle? (including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun)</p> <p>4. Why is it important to balance time spent online with other activities and why is sleep important? (how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices)</p> <p>5. What habits are healthy and unhealthy? What strategies can we use to help change or break an unhealthy habit or take up a new healthy one?</p>	<p>1. How do legal and illegal drugs (legal and illegal) affect people’s health and how can we manage situations involving them?</p> <p>2. What are the early signs of physical or mental ill-health and what can we do about them?</p> <p>3. What can happen if ill health is not recognised, managed, or if help is not sought early on?</p> <p>4. Who might experience mental ill-health and can problems be resolved or helped?</p> <p>5. What is FGM and why is it illegal? What should I do if I am worried for myself or someone else?</p>	<p>1. How does the media, including online experiences, affect people’s wellbeing – their thoughts, feelings and actions?</p> <p>2. What should be shared online or social media and what are rules about this?</p> <p>3. How and why are text and images manipulated or invented; and how can we recognise unsafe or suspicious content online?</p> <p>4. How do people make decisions about the content they view online or in the media?</p> <p>5. How can we know if content is appropriate for our age range how can we respond to and if necessary, report information viewed online which is upsetting, frightening or untrue?</p>	<p>1: Why are there mixed messages in the media (including about health, the news and different groups of people) and how can they influence opinions and decisions?</p> <p>2 How can we evaluate how reliable different types of online content and media are? , (e.g. videos, blogs, news, reviews, adverts) and why is information ranked, selected, targeted to meet the interests of individuals and groups?</p> <p>3, How can we make decisions about the content we view online or in the media and know if it is appropriate for their age range?</p> <p>4. What are the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have?</p> <p>5. What influences people’s decisions? (taking into consideration different viewpoints- discuss and debate)</p>	<p>1. How does puberty relate to growing from childhood to adulthood?</p> <p>2. What are reproductive organs and process - how are babies are conceived and born?</p> <p>3. How do babies need to be cared for?</p> <p>4. Can you prevent a baby being made?</p> <p>5. What are the increased opportunities and responsibilities that come with growing up and being more independent?</p>	<p>1. Does everyone have to get married? (adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime)</p> <p>2. How do friendships change as we grow and how can we manage this?</p> <p>3. What else will change as we grow up and how can we manage changes?</p> <p>4. What changes might there be on moving to secondary school and how can we manage these?</p> <p>5. How can we ask for support or where can we seek further information and advice regarding growing up and changing?</p>
	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	L11. recognise ways in which the internet and social media can be used both positively and negatively L14. about how information on the internet is ranked, selected	. H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping R34. how to discuss and debate topical issues, respect other	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that

	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>people’s point of view and constructively challenge those they disagree with</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>	<p>gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>
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