



**Oliver's Battery Primary School**

**Skills Progression and Assessment Document  
for  
Relationships Education, Relationships and  
Sex Education (RSE) and Health Education**

**The purpose of this document is to support the planning and assessment of Relationships Education, RSE and Health Education, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.**

## **The National Curriculum**

### **Purpose of Study**

The purpose of relationships education, RSE and health education is to develop the ability to form strong and positive relationships with others and depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

## Aims

The national curriculum for relationships education, RSE and health education aims to ensure that all pupils:

### Relationships

#### 1. Families and people who care for me

▪ *Pupils should know:*

- • that families are important for children growing up because they can give love, security and stability.
- • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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#### 2. Caring friendships

*Pupils should know:*

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **3. Respectful relationships**

*Pupils should know:*

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **4. Online relationships**

*Pupils should know:*

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **5. Being safe**

*Pupils should know:*

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

# Physical Health and Mental Wellbeing

## 1. Mental wellbeing

*Pupils should know:*

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## 2. Internet safety and harms

*Pupils should know:*

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## 3. Physical health and fitness

*Pupils should know:*

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).

- how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **4. Healthy eating**

*Pupils should know:*

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **5. Drugs, alcohol and tobacco**

*Pupils should know:*

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **6. Health and prevention**

*Pupils should know:*

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

#### **7. Basic first aid**

*Pupils should know:*

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **8. Changing adolescent body**

*Pupils should know:*

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this document covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Before moving to secondary school, we aim to support pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We aim to provide a graduated, age-appropriate programme of sex education which includes teaching that meets the needs and considers the developmental differences of children.

Parents have the right to withdraw their child from sex education lessons, beyond the national curriculum for science.



## Knowledge and Language Progression

| Y1 | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|----|---|---|---|---|--|--|
|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• know that rules contribute to the life of the classroom and the school</li> <li>• know that we use rules to ensure we are respecting the needs of ourselves and others</li> <li>• know that as a group of people that we can make rules together</li> <li>• know that when we don't adhere to rules there are sometimes consequences</li> <li>• know responsibility (in a school context) means that children are equipped and ready to learn, following the school rules</li> <li>• know that we can ask for help from special who work in the community and know how to contact them, eg fire fighters,</li> </ul> | <p><b>Anti-bullying (R)</b></p> <ul style="list-style-type: none"> <li>• Know that our behaviour affects how others feel eg recognising what fair / unfair, kind / unkind, right / wrong</li> <li>• Know the difference between secrets and nice surprises</li> <li>• Know that tensions can be caused through not listening to others and that negotiation is a way to resolve tensions</li> <li>• Know who the special people in our lives are and how we care for each other</li> <li>• Know what is appropriate / inappropriate touch eg cuddles, kicks and recognise there is a choice about how we are touched</li> <li>• Know where to get help from eg a friend, trusted adult or the NSPCC pants rule</li> </ul> | <p><b>Exploring Feelings and Keeping Safe(H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that feelings can be good and not so good</li> <li>• Know that feelings can be shown on our faces and felt in our bodies</li> <li>• know that some medicines and household products can be harmful</li> <li>• know that we have a right to be safe outside and inside eg crossing roads and identifying adults who help to keep us safe eg parents, carers, teachers</li> <li>• know that they have choices to keep safe including when to say yes, no, I'll ask or tell...</li> <li>• know what is meant by private and respecting others' privacy</li> </ul> <p><b>Use the following vocabulary:</b></p> | <p><b>Diversity (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that we are all unique</li> <li>• Know that we are all similar in some way, we have things in common</li> <li>• Know that we are all different to each other</li> <li>• Know that diversity means a 'range/mix' of the things that make us different from each other and that these differences should be respected</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Different<br/>Similar<br/>Diversity<br/>Unique<br/>Valued<br/>Special<br/>Equal</p> | <p><b>Growing and Changing (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that we need to keep our bodies healthy ie what constitutes and how to maintain a healthy body eg physical activity, rest, healthy eating and dental health</li> <li>• know that personal hygiene is important to stay healthy eg the spread of coughs and colds, personal hygiene routines</li> <li>• know how we have changed since birth and consider how we will change in the future</li> <li>• know that boys/girls are different and be able to name body parts</li> <li>• Know the things that we are good at and celebrate strengths and qualities</li> <li>• know that we grow and change,</li> </ul> | <p><b>Community – (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that we belong to different groups such as family and school</li> <li>• know what improves and harms our local, natural and built environments</li> <li>• Know that money comes from different sources and is used for different purposes</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Environment<br/>Community<br/>Belonging<br/>Spending<br/>Saving<br/>Exchange</p> |

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|  | <p>police, community workers and dialling 999 in an emergency</p> <ul style="list-style-type: none"> <li>• know that to keep safe at school we must be consider risks in our environment</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Rules<br/>Sharing<br/>Turn taking<br/>Consequences<br/>Safe<br/>Needs<br/>Emergency</p> | <ul style="list-style-type: none"> <li>• Know that hurt can be physical or emotional eg a bruise of a hurt feeling</li> <li>• know that teasing and deliberately being hurtful is wrong and who to go to if you witness or experience it</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Kind<br/>Unkind<br/>Right<br/>Wrong<br/>Fair<br/>Unfair<br/>Feelings<br/>Emotions<br/>Unhappy<br/>Secret<br/>Surprises<br/>Negotiation<br/>Compromise<br/>Co-operation<br/>Teasing<br/>Hurtful</p> | <p>Feelings<br/>Emotions<br/>Medicines<br/>Household products<br/>Safety<br/>Trusted adult<br/>Sharing worries<br/>Private<br/>Privacy<br/>Health<br/>Wellbeing<br/>Physical activity</p> |  | <p>acknowledging how it feels when there is change or loss</p> <p><b>Use the following vocabulary:</b></p> <p>Healthy choices<br/>Dental health<br/>Feeling good about yourself<br/>Taking care of yourself<br/>Personal hygiene<br/>Choices<br/>Likes<br/>Dislikes<br/>Target setting<br/>Good consequences<br/>Not so good consequences<br/>Skills<br/>Qualities<br/>Changes<br/>Loss / Lost possessions<br/>(+ correct anatomical names for male / female genitalia)</p> |  |
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| Y2 | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• know that class and school rules creates a positive classroom ethos</li> <li>• know that we have a duty to protect the rights for ourselves and others</li> <li>• know that groups and communities belong to us</li> <li>• know that we can develop strategies and skills to care for our environment</li> <li>• know that money comes in different forms eg notes, coins and there are different ways to pay for things eg cheques, card or online</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Classroom<br/>Rules<br/>Rights<br/>Responsibilities<br/>Sharing<br/>Turn taking<br/>Consequences<br/>Safe<br/>Needs<br/>Groups<br/>Communities</p> | <p><b>Feelings and Emotions (R)</b></p> <ul style="list-style-type: none"> <li>• Know how others show feelings and how to respond</li> <li>• Know how our behaviour affects others both positively and negatively</li> <li>• Know how special people in our lives help others</li> <li>• Know which words to use when we feel hurt, either physically or emotionally</li> <li>• know what is meant by the term bullying and that this can happen verbally / physically</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Kind / Unkind<br/>Right / Wrong<br/>Fair / Unfair<br/>Communicating<br/>Emotions<br/>Feelings<br/>Secret<br/>Surprises<br/>Safety<br/>Resolving arguments<br/>Compromise<br/>Co-operation<br/>Teasing<br/>Hurtful</p> | <p><b>Keeping Safe(H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that some materials can be harmful to us eg medicines and household products when not used correctly</li> <li>• Know that there are rules for and ways to keep physically and emotionally safe eg responsible ICT use, online safety, road safety, cycle safety, fire safety</li> <li>• know that we have a responsibility to keep ourselves safe by telling the people who look after and protect us eg by not keeping secrets</li> <li>• know that there are situations where privacy is the right thing eg passwords and respecting the privacy of others while we should share if we feel uncomfortable about keeping information private</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Feelings<br/>Emotions</p> | <p><b>Diversity (LWW)</b></p> <ul style="list-style-type: none"> <li>• know that being unique means there is only one of something, making us very special</li> <li>• know that similarities can be more than appearance and related to less obvious things, such as hobbies and likes / dislikes</li> <li>• know that we can listen to and share views and opinions and do not have to agree with each other, respecting our similarities and differences</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Different<br/>Similar<br/>Diversity<br/>Unique<br/>Valued<br/>Special<br/>Equal<br/>Sharing<br/>Discussion<br/>Views<br/>Opinions</p> | <p><b>Growing and Changing (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• know that we need to make informed decisions about maintaining a healthy lifestyle</li> <li>• know that experience helps us to recognise our strengths / weaknesses and in setting ourselves goals</li> <li>• know and name a range of feelings and begin to consider how we manage feelings</li> <li>• Know that change and loss can affect how a person behaves</li> <li>• know how to maintain personal hygiene, understanding the benefits this brings</li> <li>• know the names of body parts, including external male / female genitalia understanding that boys/girls are different</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Health<br/>Wellbeing<br/>Healthy eating<br/>Physical activity<br/>Dental health<br/>Achievements</p> | <p><b>Healthy Relationships – (R)</b></p> <ul style="list-style-type: none"> <li>• Know that it is respectful to listen to the ideas and thoughts of others and helpful to give reasons for your opinions and views</li> <li>• know what it is important to work and play together, resolving differences through negotiation</li> <li>• Know that money comes from different sources and is used for different purposes</li> <li>• Know when different types of contact are appropriate eg a hug from our best friend when we're sad</li> <li>• Know how your body reacts when we want / don't want to be touched and who to tell if we feel uncomfortable</li> <li>• Know that there are special people who help us and how to contact them eg dialling 999</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Special people<br/>Caring</p> |

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|  | Roles<br>Environment<br>Safety<br>Everybody<br>Individual<br>Unique<br>Special<br>Similarities<br>Commonalities<br>Community<br>Special people<br>Help<br>Emergencies | Acceptable /<br>unacceptable | Medicines<br>Household products<br>Safety<br>Trusted adult<br>Sharing worries<br>Private<br>Privacy<br>Health<br>Wellbeing<br>Physical activity |  | Strengths<br>Hygiene<br>Choices<br>Likes<br>Dislikes<br>Target setting<br>Good consequences<br>Not so good<br>consequences<br>Skills<br>Changes<br>Loss<br>(+ correct anatomical<br>names for male /<br>female external<br>genitalia) | Physical contact<br>Touch<br>Acceptable<br>Unacceptable<br>Appropriate<br>Money<br>Spending<br>Saving |
|--|---|------------------------------|---|--|---|---|

| Y3 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• know that rules are agreed statements which people are expected to follow</li> <li>• know that we use rules to ensure fairness and safety</li> <li>• know that lots of people make rules eg: parents, teachers, councillors</li> <li>• know that there are lots of places where we use rules eg home, school, places of work</li> <li>• know that the term ‘right of the child’ means an agreed list of rights all children should have eg: food, shelter, education</li> <li>• know responsibility (in a school context) means that children are equipped and ready to learn, following the school rules</li> <li>• know that conflict means a differing point of view</li> <li>• know that conflicts can be resolved in different ways eg talking</li> </ul> | <p><b>Anti-bullying (R)</b></p> <ul style="list-style-type: none"> <li>• Know that bullying is a repeated negative behaviour eg. name calling, hitting</li> <li>• Know that bullying has consequences eg can make victims feel sad, helpless, lonely</li> <li>• Know that bullying can manifest itself in different forms: physical, verbal, emotional, cyber</li> <li>• Know the High Five strategy</li> <li>• Know reasons why bullying may happen eg jealousy, ignorance, differences, learnt behaviours</li> <li>• Know where to get help from eg a friend, trusted adult</li> <li>• Know that a bystander is someone who can react/help/support someone in a bullying situation or just watch and do nothing</li> <li>• know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious</li> </ul> | <p><b>Friendship (R)</b></p> <ul style="list-style-type: none"> <li>• Know that positive behaviours eg encouragement, kindness, support impact positively on our mental well being</li> <li>• Know a range of emotions eg happy, sad, excited and the ways in which emotions are displayed, eg facial expression or body language</li> <li>• know that there are different types of friendship eg child and child/ adult and adult/ within families and neighbourhoods</li> <li>• know that friendships can change eg through aging, changing interests, life direction</li> <li>• know that conflicts can be solved by talking, listening and agreeing on future actions and this enables us to value our differences</li> <li>• Know that stereotypes can lead to pre-judging and how to challenge these thinking traps</li> </ul> | <p><b>Diversity (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that we are all different/ similar to each other eg through our interests, religion, place of birth, family set up</li> <li>• Know that we should show respect for different opinions eg by listening and acknowledging our differences and similarities</li> <li>• Know that diversity means a ‘range/mix’ of differences eg different education, lifestyle, beliefs</li> <li>• Know that GB is a diverse country – that we are a mix of different people and that we respect the values and customs of people around the world</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Different<br/>Similar<br/>Diverse<br/>Respect<br/>Views<br/>Experiences<br/>Expectations</p> | <p><b>Role Models (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that we should not judge someone on looks alone</li> <li>• Know that advertising is a way of selling a product</li> <li>• Know that a role model is someone who people look up to</li> <li>• Know that role models can have a positive or negative impact on people eg by behaving in a certain way, how they treat people</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Role model<br/>Qualities<br/>Teased<br/>Feelings<br/>Diverse<br/>Judge<br/>Beautiful<br/>Admire<br/>Influence<br/>Positive</p> | <p><b>Community – (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that charities raise money for people/ organisations eg children in need, the blue cross, water aid</li> <li>• Know that charities operate with many volunteers (people who give up their time for free)</li> <li>• Know that democracy is a system of fairness, where people have a chance to be heard and listen to others before making judgements on important issues</li> <li>• Know that a vote is a chance to show their opinion on an issue</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Charity<br/>Fund raiser<br/>Community<br/>Pressure groups<br/>Volunteer<br/>Voluntary<br/>Democracy<br/>Vote</p> |

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| <ul style="list-style-type: none"> <li>• know that we can ask for help from people at home or school eg parents, teachers</li> <li>• know that to keep safe at school we must be vigilant of risks</li> <li>• know a safe route out of school in an emergency</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Fair<br/> Rules<br/> Rights<br/> Responsibilities<br/> Respect<br/> Conflict<br/> Disagreement Help<br/> Safe<br/> Risk<br/> Resolve</p> | <p>diversity, age, sex, sexual orientation and disability but that regardless of these differences everyone is equal</p> <p><b>Use the following vocabulary:</b></p> <p>Bully<br/> Cyber<br/> Physical<br/> Unkind<br/> Mental health<br/> Feelings<br/> Emotions<br/> Unhappy<br/> Differences<br/> Power<br/> Bystander<br/> Empathy<br/> Acceptance<br/> Courage</p> | <p><b>Use the following vocabulary:</b></p> <p>Friend<br/> Kindness<br/> Emotions<br/> Feelings<br/> Care<br/> Conflict<br/> Qualities<br/> Impact<br/> Mental health<br/> Stereotypes</p> |  |  |  |
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| Y4 | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• know that rules are agreed statements which people are expected to follow</li> <li>• know that we use rules to ensure fairness and safety and to encourage people to take responsibility for themselves</li> <li>• know that lots of people make rules eg parents, teachers, government, businesses</li> <li>• know that laws are types of rules to protect people and the environment eg you must wear a seat belt in a car</li> <li>• know that our environment provides resources needed by humans and that there is limited supply, requiring us to act in an environmentally responsible manner</li> <li>• know that there are consequences if laws are broken eg break time room, a fine, community service</li> <li>• know that anti-social behaviour is behaviours which</li> </ul> | <p><b>Anti-Bullying – Prejudice (R)</b></p> <ul style="list-style-type: none"> <li>• Know that bullying is a repeated negative behaviour eg. name calling, hitting, texting</li> <li>• Know that bullying has consequences eg can make victims feel sad, helpless, lonely, worthless</li> <li>• Know that bullying can manifest itself in different forms: physical, verbal, emotional, cyber</li> <li>• Know that prejudice is a preconceived opinion; not based on reason or actual experience</li> <li>• Know that diversity is a range of different things</li> <li>• know that responding to a dare can be a way of make someone feel different or ostracise them</li> <li>• Know that a stereotype is a widely held view, but it is a fixed and over simplified view of a particular type of person or thing</li> <li>• Know strategies to resolve conflict eg by</li> </ul> | <p><b>Alcohol and Tobacco (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that all medicines are drugs but not all drugs are medicines</li> <li>• Know that prescribed drugs have been authorised for use by a medical practitioner</li> <li>• Know that ‘over the counter’ drugs are legal drugs (medicines) that you can buy in a chemist/ shop</li> <li>• Know that all drugs can cause harm if misused eg take the wrong dose</li> <li>• Know that ‘legal’ means it is permitted by law</li> <li>• Know that ‘illegal’ means it is against the law</li> <li>• Know that tobacco causes harm to the body eg lungs, heart, skin</li> <li>• Know that alcohol causes harm to the body eg liver, stomach, brain</li> <li>• Know where to go for help/ advice eg teacher, doctor, police</li> <li>• know that some medicines and drugs can lead to habit /</li> </ul> | <p><b>Secrets (R)</b></p> <ul style="list-style-type: none"> <li>• Know that not all secrets should be kept ie. Those which make you feel uncomfortable</li> <li>• Know who to talk to if you feel uncomfortable after being told to keep a secret eg trusted adult</li> <li>• Know the High Five strategy</li> <li>• Know the PANTS underwear rule</li> <li>• Know the difference between good (eg a hug), necessary (eg nurse administering an injection) and unwanted (makes you feel uncomfortable) touch</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Uncomfortable<br/>Secret<br/>Anxious<br/>Fearful<br/>Sad<br/>Trustworthy<br/>Police officer<br/>Parent<br/>Teacher<br/>Physical<br/>Acceptable<br/>Necessary<br/>Unwanted<br/>Touch</p> | <p><b>Diversity (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that Great Britain has values of freedom of speech, democracy, human rights</li> <li>• Know that a custom is a traditional way of behaving or doing something to a specific society, place or time eg Queen opens parliament/ shares speech on Christmas day</li> <li>• Know that a citizen is a legally recognised person of a state or commonwealth eg a British citizen</li> <li>• Know that GB is a diverse country ie: people from a range of backgrounds, beliefs, cultures etc live here</li> <li>• Know that diversity can cause tensions eg shouting abuse at another person</li> <li>• Know that racism is prejudice directed at someone of a different race as you believe your race is superior</li> <li>• Know that discrimination is unjust treatment of different categories of people eg</li> </ul> | <p><b>People and the Media (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that ‘media’ is the main means of mass communication eg TV, publishing, internet</li> <li>• Know that advertisements use media outlets to promote and sell their products</li> <li>• Know that advertisements may not actually reflect real life and can therefore be damaging to our mental health eg use of airbrushing</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Media<br/>Advertising<br/>Teased<br/>Subjective<br/>Beauty<br/>Role model<br/>Photoshop<br/>Airbrush<br/>Respect<br/>Appreciate<br/>Empower</p> |



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| <p>aren't kind in a community eg littering, hanging around outside shops and homes</p> <ul style="list-style-type: none"> <li>• know the role of a Police Community Support Officer ie to reassure and advise the public and to deter crime</li> <li>• know the road safety rules: stop, look, listen, think</li> <li>• know that to keep safe in the community we must be vigilant for risks</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Rules<br/>Laws<br/>Rights<br/>Responsibilities<br/>Community<br/>Anti-social<br/>Road safety<br/>Resources<br/>Sustainability</p> | <p>educating people, sharing experiences</p> <ul style="list-style-type: none"> <li>• know that they can recognise and care about other people's feelings and try to see, respect and, if necessary, constructively challenge disrespectful points of view</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Diversity<br/>Prejudice<br/>Perceived<br/>Stereotype<br/>Empathy<br/>Conscience<br/>Label<br/>Self-control<br/>Choices<br/>Bully<br/>Conflict<br/>Challenge<br/>Ostracised<br/>Mental health</p> | <p>dependency and recognise that we can break a habit or develop good habits</p> <p><b>Use the following vocabulary:</b></p> <p>Drugs<br/>Legal<br/>Illegal<br/>Prescribed<br/>Harmful<br/>Substances<br/>Heart<br/>Lungs<br/>Brain<br/>Stomach<br/>Peer pressure<br/>Habit</p> |  | <p>due to age, gender, race</p> <p><b>Use the following vocabulary:</b></p> <p>British Values<br/>Customs<br/>Birthplace<br/>Extended families<br/>Citizen<br/>Etiquette<br/>Diverse<br/>Stereotype<br/>Racism<br/>Power<br/>Superiority<br/>Discrimination</p> |  |
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| Y5 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
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|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• know how laws and rules are made and how to take part in making and changing rules</li> <li>• Know the difference between a want (something required for survival/ quality of life) and a want (desired, additional items)</li> <li>• know that money plays a part in their and others' lives and how to be a critical consumer eg budgeting and saving, interest and loans, choosing items that are good value</li> <li>• Know that the convention of the child document outlines entitlements for all children</li> <li>• Know that rights and responsibilities of children across the world are not the same</li> <li>• Know that rights of children in the UK are not always upheld eg abuse, neglect, FGM</li> <li>• Know that their increasing independence brings</li> </ul> | <p><b>Anti-Bullying – peer pressure (R)</b></p> <ul style="list-style-type: none"> <li>• Know that peer pressure is pressure exerted by people of their own age</li> <li>• Know that peer pressure can be spoken, unspoken, a rejection, a putdown or reasoning</li> <li>• Know that to solve conflict caused by peer pressure, people need to be vigilant of risks related to the situation</li> <li>• Know that using a mediator (middle person) is a successful way to solve conflict</li> <li>• Know that peer pressure can impact on an individual's mental wellbeing eg. Feeling unwanted, the need to fit in</li> <li>• Know that pressure can be positive (eg I know you can do this!) or negative (eg we don't want you on our team, you're always rubbish)</li> <li>• Know that pressure can come from many sources eg friends, family, school, work, society, advertising, media influence</li> </ul> | <p><b>Drugs Awareness (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that not all sources of information relating to drugs is safe/accurate/trust-worthy eg a child in the playground / Ask Frank website</li> <li>• Know that all medicines are drugs but not all drugs are medicines</li> <li>• Know the difference between legal and illegal drugs – give example eg ibuprofen, caffeine, alcohol, ecstasy, heroin and that some are habit forming</li> <li>• Know that misuse of any drug can have health implications eg racing heart, sickness, hallucinations</li> <li>• Know the negative implications associated with drug use eg addiction, crime, loss of relationships/ job</li> <li>• Know that someone who offers you drugs may be someone you know</li> <li>• Know where to go for help/ advice eg trusted adult, advice website</li> </ul> | <p><b>Community (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that a community is a group of people living in the same place eg Oliver's Battery</li> <li>• Know that a council is a body of people elected to manage the affairs of an area eg a city, county</li> <li>• Know that elements such as increased housing, pollution, traffic, crime can change or unsettle communities</li> <li>• Know that antisocial behaviour affects individual's mental wellbeing eg feel unsafe, violated</li> <li>• Know that different members of the community want different things</li> <li>• Know that a community should listen to each other and give a 'voice' to all</li> <li>• Know a community has various facilities for various people.</li> <li>• Know communities face many problems and they have to prioritise the issues they tackle.</li> </ul> | <p><b>Risk (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that a risk is a situation involving exposure to danger eg crossing a road/ a hot iron</li> <li>• Know some everyday dangers in the home eg trailing wires, hot oven, pan handles</li> <li>• Know some dangers at school eg tripping up on a coat/bag, moving equipment</li> <li>• Know what a risk assessment is ie that risks can be reduced by thinking ahead/ being aware</li> <li>• Know the difference between a high, medium and low risk eg likely to happen to extremely unlikely</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Risk<br/>Predict<br/>Potential<br/>Hazard<br/>High/ medium/ low risk<br/>Assessing<br/>Responsibility</p> | <p><b>SRE (R)</b></p> <ul style="list-style-type: none"> <li>• Know a range of relationships that people have in their lives eg families, friends, neighbours, workplace, clubs</li> <li>• Know that all types of relationship should be respected ie don't mock, laugh at, disregard</li> <li>• Know that puberty is a developmental stage in which adolescents reach sexual maturity and become capable to reproduce</li> <li>• Know that as humans grow older their bodies will change</li> <li>• Know specific changes girls and boys go through during puberty</li> <li>• Know it is important to keep clean and healthy eg shower, brush teeth, wash hair, eat a balanced diet, exercise</li> <li>• Know that feelings and emotions will change during puberty and make impact on your relationships with people eg with parents and friends</li> </ul> |

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|  | <p>increased responsibility to keep themselves and others safe</p> <ul style="list-style-type: none"> <li>• Know that actions (such as writing a letter) can bring about change by raising awareness</li> <li>• Know the name of their local MP</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Democracy<br/>Right<br/>Responsibility<br/>Entitlement<br/>MP<br/>Shelter<br/>Education<br/>Healthcare<br/>Safety<br/>Interest<br/>Loan<br/>Debt<br/>Tax<br/>FGM<br/>Practises against human rights</p> | <ul style="list-style-type: none"> <li>• Know that we can respectfully disagree with another person as a way to manage peer pressure</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Peer pressure<br/>Spoken<br/>Unspoken<br/>Rejection<br/>Put down<br/>Reasoning<br/>Prejudice<br/>Discrimination<br/>Pressure<br/>Peer mediator</p> | <ul style="list-style-type: none"> <li>• know the choices that you can make to help to look after your physical, mental and emotional health</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Substance<br/>Medicine<br/>Legal<br/>Illegal<br/>Drugs<br/>Ask Frank<br/>Effects<br/>Risks<br/>Prescribed<br/>Solvents<br/>Alcohol<br/>Tobacco<br/>Role models</p> | <p><b>Use the following vocabulary:</b></p> <p>Community Council<br/>Councillors<br/>Laws<br/>Anti-social<br/>Responsibility<br/>Organisations<br/>Research</p> |  | <ul style="list-style-type: none"> <li>• know that puberty is a time of transition and that this can result in a range of feelings and emotions</li> <li>• Know where to go for help advice eg teacher, parents, school nurse, doctor</li> <li>• Know that you have the right to protect your body from inappropriate and unwanted contact and that a trusted adult can provide help and advice</li> <li>• Know that keeping something confidential or secret is not always the right thing, that there are occasions when it is the right thing to do to 'break a confidence'</li> <li>• Know the roles and responsibilities of parents and carers, that the responsibility of being a parent / carer changes your life</li> <li>• Know that pregnancy can be prevented</li> <li>• Know that civil partnerships and marriage are examples of stable, loving relationships that people willingly enter</li> </ul> <p>into</p> |
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|  |  |  |  |  |  | <p><b>Use the following vocabulary:</b><br/>Respect<br/>Change<br/>Bodies<br/>Personal hygiene<br/>Baby<br/>Toddler<br/>Child<br/>Teenager<br/>Adult<br/>Elderly<br/>Life cycle<br/>Sex<br/>Gender identity<br/>Sexual orientation<br/>identity<br/>Puberty<br/>Cleanliness<br/>Civil partnership<br/>Marriage</p> |
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| Y6 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
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|    | <p><b>Rights and responsibilities (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know how rules/ laws are made in Great Britain ie: bills (proposed laws) must be agreed by both Houses of Parliament and receive Royal Assent (Queen agrees to make it a law) before they become Acts of Parliament</li> <li>• Know who the Prime Minister is</li> <li>• Know the names of the 3 main political parties and their leaders</li> <li>• Know that you can vote in the UK when you are 18</li> <li>• Know that a secret ballot is where a voter's choice/ decision is cast in secret – anonymously</li> <li>• Know that people have different priorities which they want improved in society eg health, education, welfare, defence</li> <li>• Know that taxes are a compulsory contribution to state revenue eg on workers' income, business profits or added to the</li> </ul> | <p><b>Anti-bullying – diversity (R)</b></p> <ul style="list-style-type: none"> <li>• Know that diversity means 'a range of different things' and that in the context of our society, it reflects differences in gender, age, race, religion, culture etc</li> <li>• Know that a stereotype is a widely held view, but it is a fixed and over simplified view of a particular type of person or thing</li> <li>• Know that stereotypes can be helpful eg make us cautious or harmful eg we make assumptions/ judgements without complete information</li> <li>• Know the 6 main religions of the world ie Hinduism, Islam, Buddhism, Christianity, Sikhism and Judaism</li> <li>• Know that different religions can be practiced all over the world but that some countries are predominantly one religion eg South America – Catholic Christianity; North</li> </ul> | <p><b>Your Voice (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that Human Rights are rights which are believed to belong to every person eg shared values such as treating people with dignity, respect, equality</li> <li>• Know that human rights are not implemented/ are sometimes violated</li> <li>• Know that torture is where severe pain is inflicted on someone as a punishment or to force them to do something</li> <li>• Know that pressure groups exist eg Amnesty International is an organisation which campaigns about human rights injustice and inequalities</li> <li>• Know how action can be taken to highlight violations of human rights (in order to change outcomes/ mindsets of societies eg petitions, protests, letters, social media</li> <li>• Know that resources are allocated in different ways and that these economic choices affect</li> </ul> | <p><b>Mental Health (H&amp;W)</b></p> <ul style="list-style-type: none"> <li>• Know that mental health means keeping your mind healthy eg positive thoughts, able to successfully manage stress</li> <li>• Know that mental health can affect all people</li> <li>• Know that mental health, if not treated, can have a damaging effect on lives eg depression, lack of self-worth</li> <li>• Know that mental health and physical health go hand in hand (healthy mind, healthy body)</li> <li>• Know that exercise supports good mental health</li> <li>• Know that a balanced diet supports good mental health</li> <li>• Know that sleep supports good mental health</li> <li>• Know that asking for help is important and know where to go for help eg trusted adult, school, friend, doctor, Samaritans, Childline</li> <li>• Know strategies which can aid good mental health eg</li> </ul> | <p><b>Moving on (LWW)</b></p> <ul style="list-style-type: none"> <li>• Know that life constantly changes eg get older, different responsibilities/ relationships, births, deaths</li> <li>• Know that some changes are physical (eg get taller) and some are chemical (eg emotional state)</li> <li>• Know that change can cause different emotions eg excitement, despair, loss and bereavement</li> <li>• Know their strengths, areas for improvement, how to set high aspirations and goals</li> <li>• Know that independence means becoming free from the influence or control of another eg a parent and the implications such independence may bring eg responsibility, organisation</li> <li>• Know that transition to KS3 will be supported and where to get help from if required eg current teacher/ new tutor, past pupils, ELSA</li> </ul> | <p><b>SRE (R)</b></p> <ul style="list-style-type: none"> <li>• Know different types of relationships eg families, couples, old and young, gay, lesbian</li> <li>• Know how to keep safe on social media eg flag it, block it,</li> <li>• Know how female and male bodies change during puberty</li> <li>• Know and use appropriate language to identify / talk about parts of the body</li> <li>• Know that puberty affects emotions too eg our relationships with people may change</li> <li>• Know how babies are conceived</li> <li>• Know how babies are born</li> <li>• Know that contraception is a way to stop pregnancy and STDs eg condom</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Relationships<br/>Inappropriate<br/>Puberty<br/>Male<br/>Female<br/>Parent<br/>Respect<br/>Sex<br/>Sexual intercourse<br/>Reproduction</p> |

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|  | <p>cost of some goods, services and transactions</p> <ul style="list-style-type: none"> <li>• Know how council tax in their area is distributed eg policing, refuse collection</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Ballot<br/>Vote<br/>Taxes<br/>Political party<br/>Prime minister<br/>Economy<br/>Economics<br/>Welfare state<br/>NHS<br/>Democracy<br/>Manifesto<br/>Discussion<br/>Debate<br/>Topical issues</p> | <p>Africa – Islam and India – Hinduism</p> <ul style="list-style-type: none"> <li>• Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviours eg cyber bullying, prejudice-based language, trolling</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Diverse<br/>Stereotype<br/>Relationships<br/>Religions<br/>Gay<br/>Lesbian<br/>Transgender<br/>Step families/ blended families<br/>Reflect<br/>Respect<br/>Prejudice<br/>Discrimination<br/>Inclusivity<br/>(+names of religions)</p> | <p>individuals, communities and the sustainability of the environment across the world</p> <ul style="list-style-type: none"> <li>• Know that enterprise involves skills and attributes eg aspiration, creativity, goal setting, identifying opportunities and taking positive risks</li> </ul> <p><b>Use the following vocabulary:</b></p> <p>Rights<br/>Denied<br/>Fought<br/>Rally<br/>Petition<br/>Charter<br/>Pressure groups<br/>Enterprise</p> | <p>talking, breathing, gratitude diaries, medication</p> <p><b>Use the following vocabulary:</b></p> <p>Emotions<br/>Feelings<br/>Positive<br/>Negative<br/>Achievements<br/>Balance<br/>Diet<br/>Physical<br/>Mental Support</p> | <p><b>Use the following vocabulary:</b></p> <p>Achievement<br/>Aspiration<br/>Goal / target setting<br/>Positive<br/>Negative<br/>Independence<br/>Responsibility<br/>Chemical<br/>Physical<br/>Aspirations<br/>Emotions<br/>Reactions</p> | <p>Menstruation<br/>Sanitary products<br/>Contraception<br/>Life cycle<br/>(+ specific anatomical knowledge)</p> |
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## Long term Plan

|                 | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-----------------|---|--|---|---|---|---|
| <b>Year 1</b>   |   |  |   |   |   |   |
| <b>Year 2</b>   | <ul style="list-style-type: none"> <li>• Amazing me!</li> <li>• Differences between families</li> </ul>   |  |   |   |   |   |
| <b>Year 3/4</b> | <ul style="list-style-type: none"> <li>• How I'm kept safe &amp; emotional health.</li> <li>• Emotional wellbeing.</li> <li>• Family &amp; Friendships.</li> <li>• Stranger danger.</li> <li>• Making choices.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding others</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding myself</li> <li>• Managing stress</li> <li>• Making choices</li> </ul> | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Boundaries</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding differences</li> </ul> | <ul style="list-style-type: none"> <li>• Responding to change</li> <li>• resilience</li> </ul>        |
| <b>Year 5/6</b> | <ul style="list-style-type: none"> <li>• Internet Legends</li> <li>• Keeping myself safe</li> <li>• Respect towards self and others</li> <li>• Emotional health</li> </ul>  | <ul style="list-style-type: none"> <li>• Building resilience</li> </ul>  |   |   |   | <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Sex and relationship education</li> </ul> |