

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	Living in Our World	Relationships	Relationships	Gaining Independence	Keeping Safe People who help me	Living in Our World	<b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. <b>Off-site learning</b> Educational visits. <b>Visitors</b> PCSO team.
	<b>Rationale</b> - These are daily foci for EYFS children, however there is stronger weighting on these particular topics throughout the year. The children come into our setting and begin developing the skills needed to work cohesively within our community. These include: forming friendships, following routines and beginning to understand the skills needed to progress within our school community.						
	<b>Objectives –</b> <ul style="list-style-type: none"> <li>Children will begin to come to school confidently and happily.</li> <li>Begin to join in with simple role play situations using other children and adult’s prompt.</li> <li>Know and begin to follow basic class rules, including why we use time out and understand the expectations.</li> <li>Play with a range of children and familiar adults in different situations.</li> <li>Enjoy taking part in activities and feel proud when they complete activities.</li> <li>Celebrate together in achievements.</li> <li>The children will join in conversations. Class time and circle time when discussing special events.</li> <li>Ask for help when it is needed and understand that this is ok.</li> <li>Take turns in the areas and show the ability to wait their turn.</li> <li>Be aware of their and other children’s feelings and demonstrate friendly behaviour to their peers.</li> <li>Adapt to changes in situations, e.g. rehearsing for the play in the hall, playing outside with a louder voice.</li> <li>Begin to give a storyline to play and respond to their peers and adults to keep play going in different areas.</li> <li>Initiate conversations with peers and familiar adults during play.</li> </ul>		<b>Objectives –</b> <ul style="list-style-type: none"> <li>Children will have the opportunity to discuss their own home experiences. For example, when making gingerbread men children can talk about their own experiences of baking.</li> <li>Children will have daily indoor and outdoor provision and will be made aware of different rules and expectations both inside and outside of school.</li> <li>Children will build up role play situations with adults and in small groups to develop their experience and understanding. Adults will model extending ideas and using props to support this.</li> <li>Children will work with different peers to develop their relationships with different adults and members of the class.</li> <li>Children will discuss emotions and how they are feeling linked to stories they are reading, for example, drawing different faces of characters.</li> <li>Children will develop relationships, building closer friendships with individuals, as well as playing as part of a group.</li> <li>Children will respond to their peers during play so that the play develops</li> </ul>		<b>Objectives –</b> <ul style="list-style-type: none"> <li>Children will be encouraged to communicate using their voices when they need help.</li> <li>Circle time will be used to discuss the needs of others, this will be modelled throughout all sessions when the opportunity arises.</li> <li>Modelled behaviour will be used to encourage children to negotiate and solve problems for themselves.</li> <li>Children to be encouraged to solve problems themselves with support.</li> </ul>		

			using known storylines and props to support them.				
	<b>Vocabulary</b> – friend(s), play, team stop, time out, yes/no thank you.		<b>Vocabulary</b> – family, feelings (plus examples of these, happy, sad, angry), group.		<b>Vocabulary</b> – help, kind, respectful.		
	<b>Skills/Knowledge</b> - Children will happily and confidently attend school.  Children will begin to demonstrate the skills needed to share games and experiences with other children and adults.  The children will know who their ‘safe adult’ is in their setting and know that they will keep them safe.		<b>Skills/Knowledge</b> - Children will discuss their home life with adults within their setting.  Children will know the rules of the different provisions.  Children will continue to develop the skills needed to share games and experiences with other children and adults.  Children will be able to express their emotions - linked to stories – through drawing or role play.		<b>Skills/Knowledge</b> - Children will communicate their needs to adults verbally.  Children will begin to develop an understanding for mutual respect through circle time activities.  Children will begin to solve problems independently but receive modelled examples from adults where appropriate.		
Reception	<b>Living in Our World</b>	<b>Relationships</b>	<b>Life Cycles</b>	<b>My Body and My Health</b>	<b>Keeping Safe and Looking After Myself/People who help me</b>	<b>Mental Well-being/ Feelings and Attitudes</b>	<b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. <b>Off-site learning</b> Educational visits. <b>Visitors</b> PCSO team.
	<b>Rationale</b> - These are daily foci for EYFS children, however there is stronger weighting on these particular topics throughout the year. The children come into our setting and begin developing the skills needed to work cohesively within our community. These include: forming friendships, following routines and beginning to understand the skills needed to progress within our school community.						
	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• What are my responsibilities as a child in school (sharing, taking turns, manners etc.)</li> <li>• How do I know I’m part of Ormesby Primary School?</li> <li>• Who is in my family?</li> <li>• Who do I look after?</li> <li>• What do I do that makes me feel happy?</li> <li>• What can other people do to make me feel good?</li> </ul>	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• How are other children similar and different to me?</li> <li>• Why are girl’s and boy’s bodies different?</li> <li>• What do we call the different parts of girl’s and boy’s bodies?</li> <li>• Why and when do I need to wash my hands?</li> <li>• How do I keep myself safe in the sun?</li> </ul>	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• Why do I have to be clear about knowing ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’?</li> <li>• Who can I ask if I need to know something?</li> <li>• Who can I go to if I am worried about something?</li> <li>• How am I feeling? Do I know why?</li> <li>• What do I have to do for myself now I’m at school?</li> </ul>				
	<b>Vocabulary</b> – responsibility, sharing, waiting, manners, Ormesby, family (various members of this), care, happy, good, kind.		<b>Vocabulary</b> – same, different, body (named parts), hands, clean, safe, look after.		<b>Vocabulary</b> – yes, no, I’ll ask, I’ll tell, safe (trusted) adults, help, feelings (different examples of these, happy, sad, angry etc.).		

	<p><b>Skills/ Knowledge-</b> Children will be aware of our school community/rules and the expectation of these: manners, sharing, respect, turn taking.</p> <p>The children will discuss their home environment and the people within this.</p> <p>Children will recognise what it means to be 'happy' and be able to give examples of when this can be felt.</p>	<p><b>Skills/ Knowledge-</b> Children will recognize similarities and differences between themselves and their peers.</p> <p>Children will be able to recall body parts and know what is private (theirs).</p> <p>Children will have knowledge of basic hygiene and why this is important.</p> <p>Children will know that germs can be dangerous – make them sick – and these need to be avoided.</p> <p>Children will also understand that they need to care for their body, sun cream, hats, sunglasses when it is sunny.</p>	<p><b>Skills/ Knowledge-</b> Children will know the difference between 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> <p>Children will be aware of trusted adults who they can approach to ask a question, solve a problem or seek advice.</p> <p>Children will begin to explore feelings and reasons for these.</p> <p>Children will have a sense of belonging at Ormesby Primary School and know the expectation of children who are part of our school community.</p>			
Year 1	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	<p><b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. Emergency service visits.</p> <p><b>Off-site learning</b> Educational visits.</p> <p><b>Visitors</b> PCSO team.</p>
	<b>Relationships/ Feelings and Attitudes</b>	<b>Life Cycles</b>	<b>My Body and My Health</b>	<b>Keeping Safe and Looking After Myself/ People who help me</b>	<b>Mental Well-being/ Living in Our World</b>	
	<p><b>Rationale</b> - Topics work in line with the LA guidance. They help the children transition into KS1 and further develop friendships and an understanding of the school community in which they belong.</p>	<p><b>Rationale</b> – The children can link with their science curriculum to explore how their bodies have changed as they have grown up. Links to naming body parts and understanding of consent.</p>		<p><b>Rationale</b> – The children need to know what a 'safe adult' is and that they will have built a relationship with various staff members by then. Encourages the children to have healthy minds and bodies, as they can share worries confidently and will begin to form an understanding of their emotions and how this translates into behavior/feelings.</p>		
<p><b>Objectives</b> –</p> <ul style="list-style-type: none"> <li>• What do I like about my friend?</li> <li>• What does my friend like about me?</li> <li>• What can I do to make others feel happy?</li> <li>• Why shouldn't I tease other people?</li> <li>• How can I show that I am following our school rules?</li> </ul>	<p><b>Objectives</b> –</p> <ul style="list-style-type: none"> <li>• How much have I changed since I was a baby?</li> <li>• What do we call the different parts of girl's and boy's body? (Repeat from last year)</li> <li>• How can I look after my teeth?</li> <li>• How can I keep myself healthy (exercise, food, sleep)?</li> <li>• Who does my body belong to?</li> <li>• How do we call for emergency help (999) and when would we call?</li> </ul>		<p><b>Objectives</b> –</p> <ul style="list-style-type: none"> <li>• See 'people who help me'.</li> <li>• What are the rules of food hygiene? How can I keep my food safe for my friends?</li> <li>• How can we keep our mind healthy as well as our bodies?</li> <li>• Explore why we have a range of emotions.</li> <li>• What harms our local area (litter, dog mess, speeding etc.)?</li> </ul>			

	<p><b>Vocabulary</b> - friend, likes, happy, kind, safe, unkind, tease, rules, safe, respect, learner.</p>	<p><b>Vocabulary</b> – change, body (parts of this recapped), teeth, toothbrush, tooth paste, healthy, exercise, food, sleep, consent, help, emergency, danger, trouble.</p>	<p><b>Vocabulary</b> – help, rules, food safety, healthy, mind, body, feelings, emotions (examples of these, happy, sad, angry), harm, ruin, litter, unkind.</p>	
	<p><b>Skills/ Knowledge-</b> Children will understand what it means to be a ‘friend’.</p> <p>Children can give examples of how to make others happy and how this helps with friendship.</p> <p>Children will begin to understand what it means to be unkind to somebody and recognise that this is not accepted in our school community.</p> <p>Children will have an understanding of the definitions of our school rules ‘safe’, ‘respect’, ‘learner’ and begin to recognise examples of these within their class.</p>	<p><b>Skills/ Knowledge-</b> Children will recognise physical changes since being a baby.</p> <p>Children will recall parts of the body from the previous year.</p> <p>Children will know which parts of their body are ‘private’ and know that their body shouldn’t be touched by others.</p> <p>Children will revisit hygiene and the importance of this.</p> <p>Children will explore how other facts can keep them healthy, for example food, exercise and sleep.</p> <p>Children will know that 999 is an emergency response within our country. Children will give examples of when they should use this.</p>	<p><b>Skills/ Knowledge-</b> Children will have knowledge of and relationships with adults in school who can help them.</p> <p>Children will build on their knowledge of the emergency services to recognise that they are also there to help.</p> <p>Children will begin to make links between hygiene (hand washing) and food.</p> <p>Children will discuss things that make them happy and make links to these with the idea of having a healthy mind.</p> <p>Through story telling and role play, children will be able to discuss emotions that they recognise and begin to understand that people can experience different feelings at different times.</p> <p>Children will explore local ‘problems’ and recognise these within the community. Children will think about how they can help improve our area (litter picks, posters etc.).</p>	

Year 2	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<p><b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum.</p> <p><b>Off-site learning</b> Educational visits.</p> <p><b>Visitors</b> PCSO team.</p>
	<p><b>Relationships/People Who Help Me</b></p> <p><b>Rationale</b> - Topics work in line with the LA guidance. They help the children transition into their new year group and further develop friendships and an understanding of the school community in which they belong. The children will explore changing relationships and the importance of family and friends. The idea of ‘safe adults’ will be reinforced through understanding of who the children can share worries with or ask questions to.</p>	<p><b>My Body and My Health/ Keeping Safe and Looking After Myself/ Life Cycles (Science)</b></p> <p><b>Rationale</b> – The children will explore their changing body and further explore learning from Year 1. They will also identify private body parts and learn the rules about how to keep them safe. The children will use their knowledge of keeping healthy from past learning to discuss the components of a healthy lifestyle. The children will also look at the impact of not following this.</p>	<p><b>Feelings and Attitudes/ Mental Well-Being/ Living in Our World</b></p> <p><b>Rationale</b> – The children will explore different emotions and that these are all okay to be shared. They will establish what makes them feel good and bad. They will use this to help explore change – both good and bad – and why these can worry us. Money – Spending/saving: explored through the ‘Pride Point Shop’ and how these skills can be used in our local area.</p>	

	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Why are friends important?</li> <li>• What can other people do to make me feel happy?</li> <li>• How have my relationships changed as I have grown up?</li> <li>• Why is my family important to me?</li> <li>• Why are some parents married and some not?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• How has my body changed since I was a baby?</li> <li>• What is a healthy diet?</li> <li>• How can I help stop diseases spreading in school (washing hands, using tissues etc.)?</li> <li>• Why are medicines locked away and why can't we take other people's medicines?</li> <li>• How often should I be exercising?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• What makes me feel good?</li> <li>• What makes me feel bad?</li> <li>• Which changes could be good changes?</li> <li>• Which changes can worry us? Why?</li> <li>• How can we talk about our emotions and why is it important?</li> <li>• What do we like to spend our money on and how can we keep it safe?</li> <li>• Why is saving a good idea?</li> </ul>	
	<p><b>Vocabulary –</b> friends, important, happy, changes, family, married, not married.</p>	<p><b>Vocabulary –</b> body, healthy, diet, clean, hand washing, safe, medicine, dangerous, exercise.</p>	<p><b>Vocabulary –</b> good, feelings, bad, worry, emotions, trusted (safe) adults, money, coins, notes, save, spend, saving – pride points.</p>	
	<p><b>Skills/ Knowledge-</b> Children will explore 'friendship' and what this looks like for them.</p> <p>Children will understand how their needs have changed as they have grown up and in turn, their relationships have changed.</p> <p>Children can discuss their family in-depth and begin to realise that families can be different.</p> <p>Children will explore what marriage means and how this looks within some families.</p>	<p><b>Skills/ Knowledge-</b> Children will describe physical changes to their body as they have grown up.</p> <p>Children will explore a healthy diet and children will give examples of foods that can be included.</p> <p>Children will understand how being 'safe' can also mean washing hands and using tissues to keep everyone in their community safe.</p> <p>Children will discuss how medicines can help us but are also dangerous for a child to administer.</p> <p>Children understand the importance of exercise and what this looks like at school and at home.</p>	<p><b>Skills/ Knowledge-</b> Children understand what makes them feel certain emotions – good/bad/happy/sad.</p> <p>Children are confident in approaching adults in school/at home about how they are feeling.</p> <p>Children begin to develop an understanding of money and differentiate between spending and saving money.</p> <p>Children explore the idea of saving through pride point system in school and discuss the benefit of this.</p>	
Year 3	Autumn Term	Spring Term	Summer Term	<p><b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. School Council. <b>Off-site learning</b> Educational visits. <b>Visitors</b> PCSO team.</p>
	Relationships/ People who help me	My Body and My Health/ Keeping Safe and Looking After Myself/ Life Cycles (Science)	Feelings and Attitudes/ Mental Well-Being/ Living in Our World	
	<p><b>Rationale –</b> Topics work in line with the LA guidance. They help the children transition into KS2 and further develop friendships and an understanding of the school community in which they belong. Explore what makes a good friendship and how these change – classes</p>	<p><b>Rationale –</b> The children will delve further into the benefits of an active lifestyle – as many are underactive. The children will explore the effects of prescription and non-prescription medication: Problem within the locality. The children will explore local issues: road safety, online safety</p>	<p><b>Rationale –</b> The children will explore 'respect'. Our school rule and links to British Values in the community. The children will explore how emotions can influence behaviour. Strategies will be explored regarding sharing feelings and respect for one another if somebody is feeling</p>	

	<p>swapping etc. The children will meet new adults, reinforce that they can talk to any 'safe adult' if they are worried/anxious. Explore what 'trust' means and move to referring to adults as 'trusted'.</p>	<p>and personal responsibility.</p>	<p>differently. Diversity and democracy will also be introduced. Links to British Values and the underpinning of our school rules and rules in the community.</p>	
	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Why do friendships change?</li> <li>• How can I be a good friend? What are the characteristics of a good friendship?</li> <li>• Why can it be fun to have friends who are different to me?</li> <li>• How do I know if I'm being bullied?</li> <li>• What do I do if I'm being bullied?</li> <li>• How can I make up with someone if we have fallen out?</li> <li>• Who can I talk to if I feel anxious or unhappy?</li> <li>• What does it mean to trust someone?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Why are some children growing quicker than others?</li> <li>• What is the difference between prescription and non-prescription medication?</li> <li>• What are the benefits of an active lifestyle and why?</li> <li>• Why is sleep important?</li> <li>• What are good habits for looking after my growing body?</li> <li>• What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</li> <li>• What new things do we have to think about to keep us safe now we are in Key Stage 2 (road safety, online, personal responsibility)?</li> <li>• How do different animals look after their babies before and after birth?</li> <li>• How do different animals have babies?</li> <li>• What does a new baby need to be happy and healthy?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• How do I know how other people are feeling?</li> <li>• What is respect – and how do I show it – especially if people are different to me?</li> <li>• Why should I be respected – and be respected by others?</li> <li>• What is a scale of emotion?</li> <li>• How do my emotions affect my behaviours?</li> <li>• What are MY self-care techniques? How do I know when I need them?</li> <li>• Why does a country with lots of different cultures and customs an interesting and lively place to live?</li> <li>• What is democracy and how do we know we are part of this?</li> </ul>	
	<p><b>Vocabulary –</b> friendship, good friend, different, bullying, apology (saying sorry), worry, upset, safe (trusted) adults, trust.</p>	<p><b>Vocabulary –</b> grow, difference, medicine, prescription, non-prescription, active, lifestyle, sleep, habits, danger, uncomfortable, safety, road safety, online safety, responsibility.</p>	<p><b>Vocabulary –</b> feelings, understanding, respect, difference, mutual respect, emotions, scale, behaviour, self-care, culture, democracy, community.</p>	
	<p><b>Skills/ Knowledge-</b> Children understand friendship dynamics and how to maintain a friendship.</p> <p>Children explore difference and discuss positives of this in relation to friendships.</p> <p>Children can clearly recall the STOP (Several</p>	<p><b>Skills/ Knowledge-</b> Children can recognise physical changes in their bodies and understand why this occurs.</p> <p>Children can differentiate between prescription and non-prescription medication.</p> <p>Children explore lifestyle and the benefits of</p>	<p><b>Skills/ Knowledge-</b> Children begin to develop an understanding of empathy and recognizing emotions in others.</p> <p>Children can explain our school rule of being 'respectful'. Children can develop this to link to the wider community, mutual respect and British Values.</p>	

	<p>Times On Purpose) acronym and understand what this implies.</p> <p>Children are aware that all adults in-school are there to help support them.</p> <p>Children can define what it means to be a 'trusted adult' and why this is important.</p>	<p>leading a healthy and physical one.</p> <p>Children explore the effects of sleep and how this can impact mood/emotions.</p> <p>Children are aware of risky, dangerous or uncomfortable behaviour and they have an understanding of how to report this.</p> <p>Children are aware of their changing responsibilities as they have moved into Key Stage 2.</p> <p>Children explore life cycles through animal growth from baby to adult and compare this with humans.</p>	<p>Children recognise their emotions and begin to develop techniques to assist with these.</p> <p>The children can discuss our community and the UK, why is there so many cultures and opportunities and why this is beneficial.</p> <p>Children can define 'democracy' and give examples of this within modern life.</p>	
<p>Year 4</p>	<p style="text-align: center;"><b>Autumn Term</b></p> <hr/> <p style="text-align: center;"><b>Relationships/ People Who Help Me</b></p> <hr/> <p><b>Rationale</b> - Topics work in line with the LA guidance. They help the children transition into their new year group and further develop friendships and build an understanding of how to manage friendship issues. The children will explore relationships in a wider context by looking at the characteristics of a healthy family unit. The children will be able to address a 'trusted adult' regarding concerns/questions about this.</p> <hr/> <p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• How do I fix a friendship issue without fighting?</li> <li>• What are some of the bad ways people can behave towards one another?</li> <li>• What are the characteristics of a healthy family life? (Times of difficulty, protection and care, time and sharing).</li> <li>• Why are strong friendships</li> </ul>	<p style="text-align: center;"><b>Spring Term</b></p> <hr/> <p style="text-align: center;"><b>My Body and My Health/ Keeping Safe and Looking After Myself/ Life Cycles (Science)</b></p> <hr/> <p><b>Rationale</b> – Celebrating difference. Diversity will be explored and an awareness raised of other cultures (RE Link). This links with British Values and the acceptance of all. Secrets will be discussed. Good and bad secrets – links to reinforcing 'trusted adults'. The children will have an awareness of risky behaviour and will be reminded of this, they will be encouraged to take responsibility for identifying risk that they may face.</p> <hr/> <p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Why is my body changing?</li> <li>• Why are some girls in my class taller than the boys? How do girls and boys grow differently?</li> <li>• Why are we all different? Is it ok to be different?</li> <li>• What are similarities and differences between boys and girls?</li> <li>• Should boys and girls behave</li> </ul>	<p style="text-align: center;"><b>Summer Term</b></p> <p style="text-align: center;"><b>Feelings and Attitudes</b></p> <hr/> <p style="text-align: center;"><b>Feelings and Attitudes/ Mental Well-Being/ Living in Our World</b></p> <hr/> <p><b>Rationale</b> – The children will be exploring stereotypes and the impacts of these. Explore individual difference and the revisit the importance of celebrating this. The children will revisit money and the importance of earning this – encourage aspirations. The children will explore our local community and see the importance of charity and the positive impact this can have. Link to charity events they have participated in prior to Year 4.</p> <hr/> <p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Why are my feelings changing as I get older?</li> <li>• How do I feel about growing up and changing?</li> <li>• How can I cope with strong feelings?</li> <li>• What are 'stereotypes' and why do people have them?</li> <li>• Why is mental well-being an important part of daily life, in the</li> </ul>	<p><b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. School Council.</p> <p><b>Off-site learning</b> Educational visits.</p> <p><b>Visitors</b> PCSO team.</p>

	<p>welcoming of others?</p> <ul style="list-style-type: none"> <li>• Where can I find information about growing up?</li> </ul>	<p>differently?</p> <ul style="list-style-type: none"> <li>• What is a balanced diet?</li> <li>• When is it good or bad to keep secrets?</li> <li>• What is the difference between a secret and a surprise?</li> <li>• Should we never take risks? If we do, how can we do this safely? How can we assess a risk?</li> <li>• What happens when people get older?</li> </ul>	<p>same way as physical health?</p> <ul style="list-style-type: none"> <li>• How can exercise impact positively on mental health?</li> <li>• Does everyone earn the same amount of money – is this fair?</li> <li>• Why is money so important to our lives?</li> <li>• What is a community?</li> <li>• Why does the world need charity?</li> </ul>	
	<p><b>Vocabulary</b> – friendship, behaviour, family, protection, care, safety, sharing, welcoming, kind, online safety, trusted adults.</p>	<p><b>Vocabulary</b> – changing, height, difference, similarities, behaviour, balanced diet, secrets, surprise, risk, safety, ageing, growth.</p>	<p><b>Vocabulary</b> – feelings, change, growing, stereotypes, well-being, mental health, physical health, exercise, impact, wages, careers, important, community, charity.</p>	
	<p><b>Skills/ Knowledge-</b> Children will apply their knowledge of compromise and identify that this can help solve disagreements.</p> <p>Children can discuss characteristics of family life that result in children living happily and safely,</p> <p>Children can verbalise what makes a good friendship and why having successful friendships helps with developing others.</p> <p>Children are aware that trusted adults can offer support/guidance with information as well as help with sign posting children to the relevant support services.</p>	<p><b>Skills/ Knowledge-</b> Children will explore changes within their body as they continue to grow.</p> <p>Children will look at the ageing process and how their body will continue to develop as this occurs.</p> <p>Children will discuss how ‘every BODY’ is different and how this is what makes us all unique.</p> <p>Children will discuss difference and explore this through various links with the No Outsiders project.</p> <p>Children will recognise the difference between secrets and surprises and differentiate between them.</p> <p>Children will discuss ‘risk’ and assess why things fall under this category.</p>	<p><b>Skills/ Knowledge-</b> Children will make links with their physical development and mental development as they grow.</p> <p>Children will explore their emotions and develop strategies to support with these when they become overwhelming.</p> <p>Children will discuss the definition of a ‘stereotype’ and explore examples of these through ‘No Outsiders’ texts.</p> <p>Children will make positive connections with exercise and mental health – exploring different sports/activities help them to feel good.</p> <p>Children will discuss the economy and why money is such an important part of life.</p> <p>Children will explore local job opportunities and discuss that they earn different salaries but often show opportunities progression.</p> <p>Children will have input into a charity event held at school. Children will understand that charity helps those in need.</p> <p>Children will relate their charity work to their</p>	



			local community/school community and understand the importance of links between this.	
Year 5	<b>Relationships/ People Who Help Me</b>	<b>My Body and My Health/ Keeping Safe and Looking After Myself/ Life Cycles (Science)</b>	<b>Feelings and Attitudes/ Mental Well-Being/ Living in Our World</b>	<b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. School Council. <b>Off-site learning</b> Educational visits. <b>Visitors</b> PCSO team.
	<b>Rationale</b> - Topics work in line with the LA guidance. They help the children transition into their new year group and further develop friendships and an understanding of the school community in which they belong. Children also develop an understanding of “self” and what this means for them. The children will explore protected characteristics and identify them for their own person and others. Reinforce ‘trusted adults’ and explore the definition of ‘trustworthy’ – how can someone be described as this. Children will understand who to approach with concerns and where they can go to seek safe and trustworthy advice.	<b>Rationale</b> – The children need to understand the difference between risk, hazard and danger – especially with walking home. Good and bad drugs will be explored – the children walk home independently in Year 5 and may be exposed to these. The children will explore puberty and the effects it has on mood/feelings. Discuss that this is a ‘normal’ process and normalize sharing feelings regarding this with ‘trusted adults’. The children will discuss peer pressure and that this again needs to be shared with an adult for their safety – reduce bullying incidents.	<b>Rationale</b> – The children will look at our locality and how ‘growing up’ is perceived. This will expand to other cultures and whether these views are the same/different. The children will explore that not all countries follow a democratic system – explore why British Values exist after exploring these in previous year groups. The children will explore money further – they are often aware of circumstances. Interest, loans and debt will be discussed and the implications of these on adults/homes.	
	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• What are the important relationships in my life now?</li> <li>• What is love? How do we show love to one another?</li> <li>• Can people of the same sex love each other? Is this ok?</li> <li>• What are the different kinds of families and partnerships?</li> <li>• What do the words ‘lesbian’ and ‘gay’ mean?</li> <li>• Why does calling someone ‘gay’ count as bullying?</li> <li>• What should I do if someone is being bullied or abused?</li> <li>• Can some relationships be harmful?</li> <li>• What aspects of a relationship require ‘permission’ from the other person?</li> <li>• What are relationship boundaries – and how are they different with different people (parents, friends,</li> </ul>	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• Does everyone go through it? At what age?</li> <li>• What body changes do boys and girls go through at puberty?</li> <li>• Is my body normal? What is a ‘normal’ body?</li> <li>• How will my body change as I get older?</li> <li>• Why are some drugs ‘good’ and some drugs ‘bad’ for our immediate and future health?</li> <li>• Why is immunisation and vaccination important?</li> <li>• What is our food made up of and what are calories (nutritional content)?</li> <li>• How can I look after my body during puberty?</li> <li>• How do girls manage their periods?</li> <li>• What is the difference between a risk, a hazard and danger?</li> </ul>	<b>Objectives</b> – <ul style="list-style-type: none"> <li>• What kinds of feelings come with puberty?</li> <li>• How can I cope with these different feelings and mood swings?</li> <li>• How can I say ‘no’ to someone without hurting their feelings?</li> <li>• What should I do if my family or friends don’t see things the way I do?</li> <li>• What do families from other cultures and religions think about growing up?</li> <li>• Can I believe everything I see on the TV about perfect bodies/relationships/girls/boys to be true?</li> <li>• How can we talk about our emotions and why is it important in working out their root cause?</li> <li>• Why is isolation and loneliness so damaging to our mental health?</li> <li>• Why do I need an initial</li> </ul>	

	<p>siblings, strangers etc.)?</p> <ul style="list-style-type: none"> <li>• Who can I talk to for help and advice and where can I safely find extra information?</li> <li>• How do I know if someone is trustworthy?</li> <li>• Who can I talk to if I'm worried about someone's mental health?</li> </ul>	<ul style="list-style-type: none"> <li>• What is peer pressure and how can I be strong against it?</li> <li>• How do I report abuse?</li> <li>• Why does having a baby need a male and a female?</li> <li>• How does the baby develop?</li> </ul>	<p>understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT)?</p> <ul style="list-style-type: none"> <li>• What does the government have to spend our money on?</li> <li>• Why aren't all countries a democracy?</li> </ul>	
	<p><b>Vocabulary</b> – relationships, love, partnerships, lesbian, gay, abuse, harmful, permission, consent, boundaries, advice, support, trust, mental health.</p>	<p><b>Vocabulary</b> – puberty, changes, drugs, immunization, vaccination, nutrition, nutritional content, menstruation, period, risk, hazard, danger, peer pressure, abuse, sexual reproduction, develop, fetus, baby.</p>	<p><b>Vocabulary</b> – emotions, puberty, mood swings, perspective, cultures, media, isolation, loneliness, mental health, interest, loan, debt, tax, VAT, government, democracy.</p>	
	<p><b>Skills/Knowledge-</b> Children will recognise important relationships in their life.</p> <p>Children will discuss love and make links to people who they love around them.</p> <p>Children will also be able to give examples of what 'love' looks like.</p> <p>Children will discuss all kinds of relationships with a strong focus on acceptance and understanding of these.</p> <p>Children will be aware of the definition of 'lesbian' and 'gay' and know that these cannot be used in a derogatory way.</p> <p>Children will know that being unkind to somebody due to a protected characteristic will result in consequences.</p> <p>Children will re-visit themes of consent through a knowledge of relationship boundaries.</p> <p>Children will understand that trusted adults will offer support and can help with concerns.</p> <p>Children will define 'trust' and give examples of how somebody can be deemed 'trustworthy'.</p>	<p><b>Skills/Knowledge-</b> Children will discuss bodily changes during puberty for both boys and girls.</p> <p>Children will further explore the ageing process and have a strong understanding of how this will work.</p> <p>Children will benefit from advice regarding drugs and the effects of these on their health.</p> <p>Children will explore nutrition and discuss the use of calories to demonstrate this.</p> <p>Children will revisit puberty and the methods that girls can use to manage their periods.</p> <p>Children will differentiate between risks, dangers and hazards.</p> <p>Children will discuss peer-pressure and strategies for children to defy this.</p> <p>Children will be aware of support strategies and services that they can report abuse to.</p> <p>Children will cover sexual reproduction and the need for a male and a female during this process.</p> <p>Children will have an overview of the developmental process from fetus to child birth.</p>	<p><b>Skills/Knowledge-</b> Children will continue their work on emotions and make links between their developing self.</p> <p>Children will have self-care strategies to help overcome overwhelming emotions.</p> <p>Children will revisit consent and how this links to saying 'no'.</p> <p>Children will discuss compromise and the importance of this within relationships.</p> <p>Children will explore development from other cultures points of view. Children will be able to distinguish similarities and differences between themselves and others.</p> <p>Children will look at 'fake photography' and discuss the harmful effect of this.</p> <p>Children will be encouraged to discuss their emotions and be reminded of the importance of this.</p> <p>Children will explore various concepts linking to money and have an understanding of these.</p> <p>Children will explore democracy and how this impacts on all areas of life. Children will make</p>	

			links to their knowledge of monetary concepts.	
Year 6	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>On-site learning</b> No Outsiders Scheme to be taught alongside PSHE curriculum. School Council. <b>Off-site learning</b> Educational visits. <b>Visitors</b> PCSO team.
	<b>Relationships/ People Who Help Me</b>	<b>My Body and My Health/ Keeping Safe and Looking After Myself/ Life Cycles (Science)</b>	<b>Feelings and Attitudes/ Mental Well-Being/ Living in Our World</b>	
	<p><b>Rationale</b> - Topics work in line with the LA guidance. They help the children with a view to transition and further develop friendships/relationships and an understanding of the school community in which they belong. The children have a skill-set in which will assist them as they move on throughout education. The children will revisit protected characteristics and how to be accepting of these. British Values links. Strengthening ideas regarding 'trust' – safeguarding. Can somebody be trusted with everything/which parts of me should I share? Contextualised safeguarding.</p>	<p><b>Rationale</b> – The children will again revisit puberty and the affects this has on our bodies, to remind them to discuss feelings and that this is a 'normal' phase in life. Encourage expression of self. Break down school behaviour policy, choices have consequences. Discuss why these need to be in place in the wider world – community problems. Discuss with the children why drugs and alcohol can have serious affects and be aware of these through the use of interactive sessions delivered from professionals.</p>	<p><b>Rationale</b> – Explore discrimination (no outsiders themes). Discuss why there are laws (particularly regarding this), link to prior learning regarding protected characteristics. Empower the children about the importance of rules and the law but, remind them about how they can take an active role in following them. The children will have an awareness of mental health problems and begin to have an understanding that coping strategies: talking to others, hobbies etc. can help. The children need to take time to become secondary school ready. Share any worries regarding transition and explore that throughout life there will be transitional phases – strategies to calm anxiety at such times. Reasons for borrowing money explored – positives and negatives of this. False reality – linking to Internet Safety and My Body and My Health – impacts of what is portrayed in the media and how this affects self-perception.</p>	
<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• What makes a relationship happy or unhappy?</li> <li>• Why do relationships change during adolescence?</li> <li>• How can I cope with changing relationships with my family and friends?</li> <li>• Why do people get married or have a civil partnership?</li> <li>• What can I do about family and friends break up?</li> <li>• Should everyone have a boyfriend/girlfriend at my age?</li> <li>• At what age is it legal to have sex?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• What are wet dreams?</li> <li>• Am I normal? What is normal for my age? If I am a late developer, will I catch up?</li> <li>• Why do the media show so many pictures of thin/ muscly/ perfect celebrities? Should we all look like this?</li> <li>• How do hormones affect boys and girls differently?</li> <li>• What is menstrual cycle?</li> <li>• Why do boys get erections?</li> <li>• How do we know we may be coming ill (early warnings)?</li> </ul>	<p><b>Objectives –</b></p> <ul style="list-style-type: none"> <li>• Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?</li> <li>• What should I do if I feel I am being pressured into doing something?</li> <li>• What is discrimination and what does the law say about discriminating certain groups of people (sexual orientation, religion, age, race etc.?)</li> <li>• How common are mental health problems – how do people cope?</li> <li>• Preparing pupils to be secondary</li> </ul>		

	<p>At what age is it legal to get married or have a civil partnership?</p> <ul style="list-style-type: none"> <li>• What does it mean to be gay, lesbian, bisexual or transgender?</li> <li>• What is acceptable touching and behaviour amongst my peers?</li> <li>• Who can I talk to for help and advice and where can I safely find extra information?</li> <li>• If I trust someone, do I trust them about everything?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the basic concepts of first aid – how can I help others confidently?</li> <li>• What do we mean that choices have positive, neutral and negative consequences? Begin to understand the concept of a balanced lifestyle.</li> <li>• Does drinking alcohol and using drugs affect my decisions about behaviour?</li> <li>• What are eggs and sperm?</li> <li>• What is ‘Sex’ and ‘Sexual intercourse’?</li> <li>• How does the sperm reach the egg?</li> </ul>	<p>school ready.</p> <ul style="list-style-type: none"> <li>• How and why do some people borrow money and is it a good idea?</li> <li>• Why does the UK give so much in overseas aid? What does this say about the UK?</li> <li>• How and why does the media promote its own sense of reality?</li> <li>• Why and how are there rules and laws that protect us and why are others made and enforced?</li> <li>• Why are different rules needed in different situations and how can we take part in making and changing rules?</li> </ul>	
	<p><b>Vocabulary</b> - relationships, adolescence, changing, marriage, civil partnerships, boyfriend, girlfriend, sex, legal, gay, lesbian, bisexual, transgender, consent, trust.</p> <p><b>Skills/Knowledge</b> – Children can discuss both positive and negative examples of relationships.</p> <p>Children can identify why relationships change during their stage of growth.</p> <p>Children have strategies to overcome difficulties within changing relationships.</p> <p>Children discuss marriage and civil partnership and why this is often progression of a relationship.</p> <p>Children discuss consent, legality behind sexual intercourse and why these rules are in place.</p> <p>Children will explore various relationships and encourage the support towards all. Children will explore various relationships through the ‘No Outsiders’ program.</p> <p>Children will be directed to suitable support in-</p>	<p><b>Vocabulary</b> – development, hormones, menstrual cycle, erections, first aid, consequences, balanced lifestyle, egg, sperm, sexual intercourse.</p> <p><b>Skills/Knowledge</b> – Children will explore the effects of puberty on their body.</p> <p>Children will reach an understanding that there is no ‘right’ or ‘normal’ way for changes to occur in their body and reinforce the idea that ‘every BODY’ is different – making us all unique.</p> <p>Children will revisit the fake photography unit from Y5, discussing the affect of this imagery to advertise/persuade.</p> <p>Children will take part in an interactive experience looking at the effects of substances on their body.</p> <p>Children will explore how a balanced lifestyle must come from all areas and how our choices impact this.</p> <p>Children gain a further understanding of sexual intercourse and the process that occurs using</p>	<p><b>Vocabulary</b> – attraction, gender, lesbian, gay, pressure, consent, discrimination, protected characteristics, mental health, transition, overseas support, charity, rule of law, protection.</p> <p><b>Skills/Knowledge</b> – Children will discuss different relationships and explore the ways in which these can be described.</p> <p>Children can recall peer-pressure learning from last year, and can apply this to other contexts.</p> <p>Children discuss protected characteristics understand that people can be discriminated based on these.</p> <p>Children complete work centering around their transition to secondary school.</p> <p>Children can give examples of reasons why people may borrow money, and circumstances where this can have positive and negative effects.</p> <p>Children will use their knowledge of borrowing money and apply this to overseas aid. Children can discuss why this is needed.</p>	

school and at home relating to this.

Children will explore the value of 'trust' and how this must be exercised with caution.

scientific vocabulary.

Children explore the requirement for laws and rules within our school community. Children then apply this to their local community and the UK.

Children discuss why rules change depending on different situations and how they can impact in the creation/change of rules. Children will be empowered to use their pupil voice.