



Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION - are threaded through our curriculum. Links are made explicitly in short-term plans and our Values Progression grid.							
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Aims	Relationships and Health Education is statutory from September 2010. Sex education in primary schools outside of science lessons is not statutory. The PSHE association provides the optional programme of study; “we encourage schools to select content that is relevant to their pupils”						
Thread	<p>Core Theme 1: Health and wellbeing. Suggested Programme of Study KS1 & KS2: Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing</p> <p>Core Theme 2: Relationships. Suggested Programme of Study KS1 & KS2: Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.</p> <p>Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen. Suggested Programme of Study KS1 & KS2: Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. How money plays an important part in people’s lives 8. A basic understanding of enterprise.</p>						
Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and wellbeing	<p><u>Managing Self ELG</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and</p>	<p>There is no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops.</p> <p>Pupils should have the opportunity to learn: 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p>		<p>There are no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops.</p> <p>Building on Key Stage 1, pupils should have the opportunity to learn: 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>			



	<p>understanding the importance of healthy food choices.</p>	<p>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 6. the importance of and how to maintain personal hygiene 7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 8. about the process of growing from young to old and how people's needs change 9. about growing and changing and new opportunities and responsibilities that increasing independence may bring 10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 11. that household products, including medicines, can be harmful if not used properly 12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) 13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. 14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread 13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media 14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 15. school rules about health and safety, basic emergency aid procedures, where and how to get help 16. what is meant by the term 'habit' and why habits can be hard to change 17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others 18. how their body will, and emotions may, change as they approach and move through puberty 19. about human reproduction 20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. 21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) 22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>
<p>Key vocabulary:</p>		<p>health, wellbeing, healthy eating, physical activity, sleep, dental health, likes, dislikes, choices, achievements, strengths, goals, target-setting, feelings, change, loss, hygiene, cleanliness, germs, growing, changing, young to old, independence, medicines, household products, safety, risk safety, road, water rail, fire, online, rules private.</p>	<p>balanced lifestyles, choices, health, wellbeing, balanced diet, choices, influences, media, images, reality/fantasy, true/false, achievements, aspirations, goals, strengths target-setting, conflicting emotions, feelings, managing feelings ,change, transitions, loss, separation, divorce, bereavement ,risk, danger, hazard, responsibility, safety, bacteria, viruses, hygiene routines, pressure, managing pressure, influences, media, peer, emergency aid, help, safety, rules, habits, drugs, alcohol, tobacco, medicines, caffeine, puberty, physical and emotional changes, personal information, passwords, images, advice, support</p>



		Correct terminology for body parts including genitalia	
Relationships	<p><u>Building Relationships ELG</u></p> <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes
Key vocabulary		behaviour, fair/unfair, right/wrong, secrets, surprises, sharing, cooperating, resolving arguments, people, similarities,	feelings, empathy, recognising others' feelings, friendships, families, couples, positive relationships, actions, behaviour, consequences, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, listening, viewpoints, opinions, respect, collaborative



		differences, special people, caring, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying	working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, dares, challenges, stereotypes, privacy, sharing, personal boundaries
Living in the Wider World	Explain the reasons for rules, know right from wrong and try to behave accordingly	<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. how to contribute to the life of the classroom 2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 4. that they belong to various groups and communities such as family and school 5. what improves and harms their local, natural and built environments and about some of the ways people look after them 6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation 6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 9. what being part of a community means, and about the varied institutions that support communities locally and nationally 10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 12. to think about the lives of people living in other places, and people with different values and customs 13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 16. about enterprise and the skills that make someone 'enterprising' 17. to explore and critique how the media present information.
Key Vocabulary		classroom rules, rights, responsibilities, needs, groups, communities, roles, environment, money, spending, saving, safety, everybody, individual, unique, similarities, community, special people, help, emergencies	discussion, debate, topical issues, problems, laws, human rights, children's rights, anti-social behaviour, aggression, bullying, discrimination, duties, home, school, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing, difference, diversity, identity, UK, people, difference, diversity, identity, UK, values, customs, money, spending, saving, budgeting, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, enterprise skills, entrepreneurs, media, social media, information, forwarding



Assessment /Evidence	<ul style="list-style-type: none"> • Twinkl Assessments • Short Written paragraph to show knowledge embedded from the topic • KWL Mind Maps completed at the start and end of topic • Photographs • Videos • Self & Peer Evaluations • Quizzes/Hands up 	<ul style="list-style-type: none"> • Tasks completed linked to Knowledge Organisers • Comparison activities • Completing an investigation or setting up own investigation • Annotated written work/or photographs • Scenario Discussions / What I know conversations.... (with teacher annotations) • Drama Activities • Topic summary "What I have learnt"
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Colours highlight objectives that correspond to 'Fundamental British Values'.

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

Colours chosen to represent a best fit. In many cases objectives correspond to multiple British Values.