| **Relationship**  **Curriculum** | **Term 1**  **Families and Caring**  **People who Friendships**  **Care for me** | | **Term 2**  **Respectful Respectful Relationships Online** | | **Term 3**  **Being safe** | |
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| **Year 1 and 2**  **Cycle A** | Identify and respect the differences and similarities between people and family set ups such as two mums, 2 dads, step mum etc.  Identify their special people, what makes them special  Belonging to different groups and communities  Who to go to when worried | Identify special people, what makes them special and how we should care for one another  Recognise that their behaviour can affect others  Recognise what is fair and unfair, kind and unkind, right and wrong  Listen to others  Recognise different types of teasing and bullying | Identify and respect differences and similarities between people  People and other living things have rights and we must protect those rights  Learn strategies to resist teasing and bullying | Learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety  Recognise that they share a responsibility for keeping themselves and others safe | Understand what is meant by privacy  Know the difference between secrets and nice surprises and know it is important not to keep secrets that make them feel uncomfortable  Know who to go to when feeling unsafe | |
| **HEALTH CURRICULUM** | **Mental Wellbeing** | | **Internet Safety and Harms** | **Physical Health, Fitness & Prevention** | **Healthy Eating** | **Drugs, alcohol and tobacco** |
| **Year 1 and 2**  **Cycle B** | What constitutes a healthy lifestyle including the benefits of physical activity and rest  Communicate feelings to others  Recognise how others show feelings  Good and not so good feelings  How to manage feelings | | Understand that their internet is an integral part of life and has many benefits  understand who to go to when worried | What constitutes a healthy lifestyle including the benefits of physical activity and rest  The importance of, and how to maintain personal hygiene | What constitutes a healthy lifestyle including the benefits of physical activity, healthy eating, dental care and rest | Know that household products, including medicines, can be harmful if not used properly |

| **Relationship**  **Curriculum** | **Term 1**  **Families and Caring**  **People who Friendships**  **Care for me** | | **Term 2**  **Respectful**  **Relationships** | | **Term 3**  **Being safe** | |
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| **Year 3 and 4**  **Cycle A** | To understand 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’  To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy  To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices | To recognise that their actions affect themselves and others  To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves  To recognise and manage ‘dares’ | |  | | --- | | To be able to recognise and respond appropriately to a wider range of feelings in others |   To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  To recognise different types of relationship, including those between acquaintances, friends, relatives and families  To judge what kind of physical contact is acceptable or unacceptable and how to respond  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 try to see, respect and if necessary constructively challenge their points of view   |  | | --- | | To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) ( |   To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help.  How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  To recognise and challenge stereotypes  To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk | | To differentiate between the terms, ‘risk’, ‘danger’, and ‘hazard’  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience  To recognise how their increasing independence brings increased responsibility to keep themselves and others safe  Strategies for identifying and accessing appropriate help and support  To understand school rules about health and safety, basic emergency aid procedures, where and how to get help  To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)  For pupils to learn 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  To understand that there are basic human rights shared by 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.  To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. | |
| **HEALTH CURRICULUM** | **Mental Wellbeing** | | **Internet Safety and Harms** | **Physical Health, Fitness & Prevention** | **Healthy Eating** | **Drugs, alcohol and tobacco** |
| **Year 3 and 4**  **Cycle B** | For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals  For pupils 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.  For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement  For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people | | To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves    To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others  How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request | |  | | --- | | To understand what positively and negatively affects their physical, mental and emotional health To understand 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’  To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread | | To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others |

| **Relationship**  **Curriculum** | **Term 1**  **Families and Caring**  **People who Friendships**  **care for each other** | | **Term 2**  **Respectful**  **Relationships** | | **Term 3**  **Being safe** | |
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| **Year 5 and 6**  **Cycle A** | To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  To understand 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.  To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership  To understand that marriage is a commitment freely entered into by both people that no one should marry if they don’t absolutely want to do so | To recognise and respond appropriately to a wider range of feelings in others  To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy | To understand that their actions affect themselves and others  To judge what kind of physical contact is acceptable or unacceptable and how to respond  To develop 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’  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  To work collaboratively towards shared goals  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  To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).  To recognise and challenge stereotype.  To understand the difference between, and the terms associated with sex, gender identity and sexual orientation. This will include LGBT terms – Year 6 only   |  | | --- | | To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To recognise and manage ‘dares’ | | | To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ (H9). To deepen pupils’ 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 (10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe  To understand 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 (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong  To understand school rules about health and safety, basic emergency aid procedures, where and how to get help  To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Year 6 only  To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe  The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) | |
| **HEALTH CURRICULUM** | **Mental Wellbeing** | | **Internet Safety and Harms** | **Physical Health, Fitness & Prevention** | **Healthy Eating** | **Drugs, alcohol and tobacco** |
| **Year 5 and 6**  **Cycle B** | |  | | --- | | To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand 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 |   For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals  For pupils 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.  To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement | | To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves  To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request | To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread  To understand how their body will, and their emotions may, change as they approach and move through puberty – linked to statutory science curriculum  To learn about human reproduction – linked to statutory science curriculum | To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | To learn about habits (in relation to drug, alcohol and tobacco education)  To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others |