



PSHE and RHE – Class Curriculum Plan Whole School 2022-2023

Intent At Castle View Primary School, our aim is to build a PSHE and RHE curriculum that prepares the children for the opportunities, responsibilities and experiences for later life. We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives in order to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and can contribute to developing confident and successful learners. In today's increasingly complex world, our pupils are faced with many exciting opportunities but also risks and challenges. At Castle View, we want our children and young people to know how to be safe and manage their personal and academic lives in a positive way.

EYFS	<p>Personal, social and Emotional Development</p> <p>3 / 4 year olds: -</p> <ul style="list-style-type: none"> • Select and use resources, with help when needed. • Show more confidence in new social situations. • Play with one or more other children. • Help to find solutions to conflicts and rivalries. • Increasingly follow rules • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad' • Begin to understand how others might be feeling. <p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. 	<p>Understanding the world</p> <p>3 / 4 year olds:</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception: -</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. <p>ELG: Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<p>Physical development</p> <p>3 / 4 year olds:</p> <ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. <p>Reception:</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<p>Communication and language</p> <p>3 / 4 year olds:</p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. <p>Reception:</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. - Develop social phrases. <p>ELG: Listening, attention and understanding:</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
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- Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge.
- Identify their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

ELG: Self Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals.
- Give focused attention to what the teacher says, responding appropriately.

ELG: Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships: -

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.



Key Vocabulary	Feelings, happy, sad, struggle, good	Family, friends, different, special	Fruit, vegetables, wash, clean, healthy	
Sticky knowledge	Can the children discuss how they are feeling? Can the children say what they are good at?	Can the children say who is in their family?	Can the children say when they should wash their hands? Can the children tell you something that is healthy?	
Year 1 Retrieval	<ul style="list-style-type: none"> To know basic feelings (happy, sad). 	<ul style="list-style-type: none"> Who is in their family? 	<ul style="list-style-type: none"> To know that we need to wash the germs off our hands before we eat and after the toilet. 	
Character and value	<ul style="list-style-type: none"> Celebrating victories/pride – being proud of what they are good at. 	<ul style="list-style-type: none"> Manners – being polite towards how other people celebrate things differently. 	<ul style="list-style-type: none"> Pride in appearance and self – hygiene. 	
Year 1	<p>Relationships Families and friendships</p> <ul style="list-style-type: none"> To know about people who care for them and the roles they play, e.g. parents, siblings, grandparents, relatives, friends, teachers To know what it means to be a family and how families are different To know about the importance of telling someone if they are worried about something in their family. <p>Links to guided reading – characters feelings and <u>how</u> we know</p> <p>Safe relationships:</p> <ul style="list-style-type: none"> To know about what it means to keep something private, including parts of the body that are private (The PANTS rule) To identify types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). To know how to touch and that they must ask for/give permission 		<p>Living in the Wider World Belonging to a community</p> <ul style="list-style-type: none"> To know about rules in different situations To know that different people have different needs. To know how we care for people, animals and other things. To know how they can look after the environment, e.g. recycling <p>Links to RE – belonging to a community/culture Links to Science (animals and plants)</p> <p>Media literacy and Digital resilience:</p> <ul style="list-style-type: none"> To know how and why people use the internet. To know the benefits of using the internet and digital devices. To know how people find things out and communicate safely with others online. <p>Links with computing/using the internet</p>	<p>Health and Well-being Physical health and Mental wellbeing:</p> <ul style="list-style-type: none"> To know what it means to be healthy To know about basic hygiene routines To know about healthy and unhealthy foods. To know about people who can help them to stay healthy To know how to keep safe in the sun <p>Links to PE – benefits of exercise/keeping healthy</p> <p>Growing and changing</p> <ul style="list-style-type: none"> To recognise what makes them special and unique To know how to manage when finding things difficult To know how they are the same and different to others To know about different kinds of feelings To know how to recognise their feelings <p>Keeping Safe</p> <ul style="list-style-type: none"> To know how rules can help to keep us safe



	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> To know what kind and unkind behaviour is and how it can make people feel To know what respect means To know about class rules, being polite to others, sharing and taking turns. <p>Links to guided reading – characters behaviour in a story</p>	<p>Money and work</p> <ul style="list-style-type: none"> To know that everyone has different strengths, in and out of school. To know about different jobs and how we earn money. 	<ul style="list-style-type: none"> To know why some things have age restrictions, e.g. TV and film, games, toys or play areas To know how to keep safe online To know what a stranger is and that we must not talk to or go with a stranger. To know who to tell if they see something online that makes them feel unhappy, worried, or scared <p>Links with computing/E-safety</p>
Key Vocabulary	Feelings, secrets, afraid, similar, different, polite, respect,	Rules, strength, environment, spend, earn, work	Diet, exercise, rest, clean, goals, help.
Sticky Knowledge	<ul style="list-style-type: none"> In my family there is... If a secret makes you feel bad, you shouldn't keep it. Feelings that we might feel are happy, sad, angry, excited. 	<ul style="list-style-type: none"> We follow the rules to keep everybody safe. Everybody is unique (different) but we are all equal. You can earn money when you go to work. 	<ul style="list-style-type: none"> I can keep my body healthy by... (naming one - eating healthily, exercise, rest. I can ask my teachers, friends or my family for help if I need it. A feeling is how we feel inside and how our body acts to something. I must never go with or speak to a stranger.
Character and values	Teamwork and cooperation – part of their family, working together to have a positive family relationship.	Routine and structure – following rules Teamwork/cooperation – working together to create a positive environment	Celebrating victories – Recognising their strengths and what makes them unique
Year 2 Retrieval	To know what a family is. Families can differ. Types of touch.	Basic understanding of how to look after the environment. Basic understanding of why people use the internet. Some people go to work to get money.	Basic knowledge of what it means to be healthy. Basic knowledge of how we are the same and different to others.
Year 2	<p>Relationships <u>Families and friendships</u></p> <ul style="list-style-type: none"> To know how to be a good friend and how we make friends 	<p>Living in the Wider World <u>Belonging to a community:</u></p> <ul style="list-style-type: none"> To be aware of groups that they are part of, and the role they play e.g. class, sports groups 	<p>Health and Wellbeing <u>Physical health and mental wellbeing:</u></p> <ul style="list-style-type: none"> To know why sleep and rest are important for keeping healthy To know that medicines can help people stay healthy



- To know what causes arguments between friends and how to positively resolve these
- To know how to recognise in themselves and others and how to get/give help.

Links to guided reading – characters feelings and how to solve them

Safe Relationships

- To know what bullying is and different types of bullying
- To know about what it means to keep something private, including parts of the body that are private (The PANTS rule)
- To know about the difference between happy surprises and secrets that make them feel uncomfortable and how to get help
- To know how to resist pressure to do something that feels uncomfortable
- To know how to ask for help if they feel unsafe or worried and what vocabulary to use

Respecting ourselves and others

- To know what they have in common/how they differ from others
- To know how to play and work cooperatively in different groups and situations
- To know how to share their ideas and listen to others

Key Vocabulary

Arguments, fair/unfair, sharing, similarities, differences, touch, acceptable/unacceptable, bullying, uncomfortable

- To know about the rights and responsibilities they have in school and the wider community.
- To know they can help people from different groups to feel included.
- To recognise that they are all equal, and how they are the same and different to others

Links to RE – belonging to a community

Media literacy and Digital resilience

- To know how people can access the internet e.g. phones, tablets, computers
- To know why we use the internet
- To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- To know that information online might not always be true

Links to computing – Online safety

Money and work

- To know what money is and its different forms
- To know how money can be kept and looked after
- To understand that people are paid money for the job they do
- To know how to recognise the difference between needs and wants

Links to maths – money

Responsibilities, needs, community, saving, individual, unique, help, emergency.

- To know the importance brushing teeth and going to the dentist
- To know how to describe and share a range of feelings
- To understand ways to help them feel good, calm down or change their mood
- To be aware of how to manage big feelings including change, loss and bereavement and how to ask for help.

Links to science – hygiene routines (Animals inc. humans)

Growing and changing:

- To know about the human life cycle and how people grow from young to old
- To identify and name the main parts of the body including external genitalia (e.g vagina, penis)
- To prepare to move to a new class and setting goals for next year

Links to History – Old to new

Keeping Safe

- To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- To know how to get help in an emergency, including how to dial 999 and what to say

Safety Central trip

Health, wellbeing, physical activity, hygiene, achievements, strengths, penis, vagina, gender, safety,



<p>Sticky Knowledge</p>	<ul style="list-style-type: none"> Bullying is... (repeatedly being mean to the same person on purpose). We need to say no to something if we don't feel safe/comfortable. Boys and girls can like the same things. 	<ul style="list-style-type: none"> I belong to my ___ community. We should make everybody feel included. Not everything on the internet is real. 	<ul style="list-style-type: none"> A vagina is a girl's private area. A penis is a boy's private area. You call 999 in a serious emergency.
<p>Y3 Retrieval</p>	<p>Basic understanding that families can differ. Parts of their body that should stay private. To understand the importance of listening to others.</p>	<p>To know which communities they belong to. Not everything online is as it seems. Different forms of money.</p>	<p>To know what is important to keep us healthy. To know the proper names for their private parts. To know how to get help in an emergency.</p>
<p>Year 3</p>	<p>Relationships <u>Families and friendships</u></p> <ul style="list-style-type: none"> To recognise and respect that there are different types of families. To know that being part of a family provides support, stability and love To know the positive aspects of being part of a family, such as spending time together and caring for each other To know what to do if family relationships are making them feel unhappy or unsafe To know that knowing someone online is different from knowing someone face to face. To know what to do if they are worried about any contact online. <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> To know what is appropriate to share with friends and social groups including online. To know about what privacy and personal boundaries are. To know basic strategies to keep themselves safe online. To know the difference between playful teasing and bullying. To know the effects and consequences of bullying To know what to do if they witness or experience hurtful behaviour. 	<p>Living in the wider world <u>Belonging to a community</u></p> <ul style="list-style-type: none"> To know the reasons for rules and laws in the wider society. To know the importance of abiding by the law and what might happen if laws are broken. To know everybody has human rights (inc. children). To know what human rights are and how they protect people To identify basic examples of human rights including the rights of children To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> To know that the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and the reasons for why this happens To gain strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play or a website is appropriate for their age-group 	<p>Health and wellbeing <u>Physical Health and Mental Wellbeing</u></p> <ul style="list-style-type: none"> To know that our daily choices can affect our health (e.g. in relation to food, sleep, exercise) To be able to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) To know what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health To gain strategies to identify and talk about their feelings To know some of the different ways people express feelings e.g. words, actions, body language <p>PE links – Importance of exercise Science links – healthy foods and dental hygiene DT links – healthy food and nutrition.</p> <p><u>Growing and changing</u></p>



	<ul style="list-style-type: none"> To know when it is right/wrong to keep a secret. <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> To recognise respectful behaviour To model respectful behaviour To understand the importance of self-respect and their right to be treated respectfully by others To know what it means to treat others, and be treated, politely To know the ways in which people show respect and courtesy in different cultures and in wider society 	<ul style="list-style-type: none"> To make safe, reliable choices from search results To how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>Computing links – Online safety, internet use</p> <p><u>Money and work</u></p> <ul style="list-style-type: none"> To know about jobs that people may have from different sectors e.g. teachers, business people, charity work To know that people can have more than one job at once or over their lifetime To know about common myths and gender stereotypes related to work To know about some of the skills needed to do a job, such as teamwork and decision-making To be able to recognise their interests, skills and achievements and how these might link to future jobs To know how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> To know that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues To know some basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p><u>Keeping safe:</u></p> <ul style="list-style-type: none"> To know how to identify some typical hazards at home and in school To be able to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To know about fire safety at home including the need for smoke alarms To recognise the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
Key Vocabulary	acceptable/unacceptable, physical contact, conflict, polite, respectful	Law, compassion, age restriction, parental guidance, achievements, gender,	Balanced diet, healthy lifestyle, aspirations, reality, habits, hazards
Sticky Knowledge	<ul style="list-style-type: none"> Families are all different, but they all share the same love. 	<ul style="list-style-type: none"> Everybody have human rights If you break the law, you will get in trouble with the police. 	<ul style="list-style-type: none"> A balanced lifestyle is having a balanced diet, exercise and rest to keep you healthy and well. Unhealthy foods should not be eaten all of the time.



- We should show respect to everybody. We are all equal.
- Physical contact means touching. Some touch is acceptable. Some touch is not.

- Things shared online have a digital footprint and can be out there forever.
- My achievements are...

- You should talk to a teacher or trusted adult if you feel unsafe at school.
- A habit is an action that you do a lot and it is hard to stop.

Year 4 Retrieval

To know what bullying is and the difference between playful teasing.

You can get in trouble with the police if you break the law.
People may have more than one job over the years.

The choices that we make each day can affect our health. We should eat healthy foods often and unhealthy foods less often.

Year 4

Relationships

Families and friendships

- To know about the features of positive healthy friendships
- To gain strategies to build positive friendships
- To know how to seek support with relationships if they feel lonely or excluded
- To know how to communicate respectfully with friends when using digital devices
- To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- To know what to do or whom to tell if they are worried about any contact online

Links with guided reading – characters and their behaviours.

Safe relationships

- To differentiate between playful teasing, hurtful behaviour and bullying, including online
- To know how to respond if they witness or experience hurtful behaviour or bullying, including online
- To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- To know how to manage pressures associated with dares
- To know when it is right to keep or break a confidence or share a secret

Living in the Wider World

Belonging to a community:

- To know the meaning and benefits of living in a community
- To recognise that they belong to different communities as well as the school community
- To know about the different groups that make up and contribute to a community
- To know about the individuals and groups that help the local community, including through volunteering and work
- To know how to show compassion towards others in need and the shared responsibilities of caring for them

Media and digital literacy:

- To know that everything shared online has a digital footprint
- To know that organisations can use personal information to encourage people to buy things
- To be able to recognise what online adverts look like
- To be able to compare content shared for factual purposes and for advertising
- To know that search results are ordered based on the popularity of the website and that this can affect what information people access

Health and wellbeing

Physical health and mental wellbeing

- To know to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- To know what good physical health means and how to recognise early signs of physical illness
- To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
- To know how to maintain oral hygiene and dental health, including how to brush and floss correctly
- To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

Growing and changing

- To know how to identify external genitalia and reproductive organs
- To know about the physical and emotional changes during puberty
- To know key facts about the menstrual cycle and menstrual wellbeing
- To know strategies to manage the changes during puberty including menstruation



- To know how to recognise risks online such as harmful content or contact
- To know how people may behave differently online including pretending to be someone they are not
- To know how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online

Links with computing – E-safety

Respecting ourselves and others

- To recognise differences between people such as gender, race, faith
- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- To know about the importance of respecting the differences and similarities between people

Links with RE - faith

Links to writing/guided reading – purpose of text.
Links to computing – data storage and usage.

Money and work

- To know how people make different spending decisions based on their budget, values and needs
- To know how to keep track of money and why it is important to know how much is being spent
- To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

- To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- To know how to discuss the challenges of puberty with a trusted adult
- To know how to get information, help and advice about puberty

Keeping Safe

- To the importance of taking medicines correctly and using household products safely
- To recognise what is meant by a ‘drug’
- To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- To be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- To identify some of the risks associated with drugs common to everyday life
- To know that for some people using drugs can become a habit which is difficult to break
- To know how to ask for help or advice

Key Vocabulary

Relationships, lonely, online, bullying, dares, risks, confidence, uncomfortable Similarities, differences, teasing,

Community, volunteering, digital footprint, advertising, budget, charity

Drugs, disease, puberty, race, gender, advice, hygiene, menstruation

Sticky Knowledge

- They should only communicate with people they know, online or in person.
- People online may not always be who you think.

- To know that when something is shared online, it is there forever.
- The four estates food bank provides food to people that need it in our local community.
- You can pay for things using cash, card or you can pay each month.

- Some drugs are ok to take and are necessary for health. Some drugs are against the law and can damage health.
- Puberty prepares our bodies for being adults, and reproduction.



<p>Year 5 Retrieval</p>	<ul style="list-style-type: none"> You should never talk to/play with strangers online. Everybody must be treated equally. 	<p>The four estates group has a foodbank that helps people in our community. When things are shared online, they are there forever.</p>	<p>Medicine must be taken correctly. Puberty prepares our bodies for growing up.</p>
<p>Year 5</p>	<p>Relationships <u>Families and friendships</u></p> <ul style="list-style-type: none"> To know what makes a healthy friendship and how they make people feel included To know strategies to help someone feel included To know about peer influence and how it can make people feel or behave To know the impact of the need for peer approval in different situations, including online To know that it is common for friendships to experience challenges To gain strategies to positively resolve disputes and reconcile differences in friendships To know that friendships can change over time and the benefits of having new and different types of friends To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable To know when and how to seek support in relation to friendships <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations To know how to ask for, give and not give permission for physical contact To know how it feels in a person's mind and body when they are uncomfortable To know that it is never someone's fault if they have experienced unacceptable contact 	<p>Living in the wider world <u>Belonging to a community</u></p> <ul style="list-style-type: none"> To know about how resources are allocated and the effect this has on individuals, communities and the environment To know the importance of protecting the environment and how everyday actions can either support or damage it To know how to show compassion for the environment, animals and other living things To know about the way that money is spent and how it affects the environment To express their own opinions about their responsibility towards the environment <p><u>Media Literacy and Digital Resilience</u></p> <ul style="list-style-type: none"> To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased To know that some media and online content promote stereotypes To know how to assess which search results are more reliable than others To recognise unsafe or suspicious content online To know how devices store and share information <p><u>Money and work</u></p>	<p>Health and wellbeing <u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> To know how sleep contributes to a healthy lifestyle To know healthy sleep strategies and how to maintain them To know about the benefits of being outdoors and in the sun for physical and mental health To know how to manage risk in relation to sun exposure, including skin damage and heat stroke To know how medicines can contribute to health and how allergies can be managed To know that some diseases can be prevented by vaccinations and immunisations To know that bacteria and viruses can affect health To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment. <p>Links with PE – keeping fit and healthy Links with science – balanced diet and healthy lifestyle</p> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To know that for some people their gender identity does not correspond with their biological sex To know how to recognise, respect and express their individuality and personal qualities To know ways to boost their mood and improve emotional wellbeing



	<ul style="list-style-type: none"> To know how to respond to unwanted or unacceptable physical contact To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about To know who to tell if they are concerned about unwanted physical contact <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> To recognise that everyone should be treated equally To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment To know the impact of discrimination on individuals, groups and wider society To know the ways to safely challenge discrimination • how to report discrimination online 	<ul style="list-style-type: none"> To identify jobs that they might like to do in the future To know about the role ambition can play in achieving a future career To know how or why someone might choose a certain career To know what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values To know the importance of diversity and inclusion to promote people’s career opportunities To know about stereotyping in the workplace, its impact and how to challenge it To know that there is a variety of routes into work e.g. college, apprenticeships, university, training <p>Links to Science – Research (famous females in STEM)</p>	<ul style="list-style-type: none"> To know about the link between participating in interests, hobbies and community groups and mental health <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services To know that female genital mutilation (FGM) is against British law¹ To know what to do and whom to tell if they think they or someone they know might be at risk of FGM
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> unacceptable, consent, inclusion, unsafe, physical touch, permission, fault, discrimination 	<p>Responsibility, persuade, advertise, fact, biased, stereotypes, reliable, ambition, career, diversity.</p>	<p>Diseases, vaccinations, bacteria, identity, well-being, risky, first aid, emergency services,</p>
<p>Sticky Knowledge</p>	<ul style="list-style-type: none"> You can help somebody to feel included by asking them if they want to play with you or by checking they are ok Discrimination is when someone treats you differently because of the way they look, their gender, age, race, religion etc. Everybody should be treated equally, no matter what their gender/age/race/religion etc. 	<ul style="list-style-type: none"> Some things online can be unsafe. When I am older, I would like to be ... and I will need to ... to get there. There are stereotypes in the workplace, for example.... 	<ul style="list-style-type: none"> Putting sun cream on can help protect you from the sun. You can have a vaccination to protect you from certain diseases. Having a hobby helps improve your mental health. Trying a new sport is taking a risk.



Year 6 Retrieval

- Discrimination is when someone treats you differently because of the way they look, their gender, age, race, religion etc.
- Nobody should ask you to keep a secret that makes you feel uncomfortable.
- It is not the persons fault who may experience unwanted physical touch.

- Stereotypes in the workplace and reasons for these.
- Our everyday actions can damage the environment.
- Aware of different types of media and their purpose.
- You must have ambition and a want to work to get the career you want.

- Diseases can be prevented by vaccines and immunisations.
- Puberty prepares our bodies for adulthood and reproduction.

Year 6

Relationships

Families and friendships

- To know what it means to be attracted to someone and different kinds of loving relationships
- To know that people who love each other can be of any gender, ethnicity or faith
- To know the difference between gender identity and sexual orientation and everyone's right to be loved
- To know about the qualities of healthy relationships that help individuals flourish
- To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- To know that people have the right to choose whom they marry or whether to get married
- To know that to force anyone into marriage is illegal
- To know how and where to report forced marriage or ask for help if they are worried

Links with science – reproduction.

Talks from the school nurse.

Safe Relationships

- To compare the features of a healthy and unhealthy friendship

Living in the wider world

Belonging to a community:

- To know the difference between and how to recognise prejudice and discrimination
- To know how to safely respond to and challenge discrimination
- To recognise stereotypes in different contexts and the influence they have
- To how stereotypes are perpetuated and how to challenge this

Links with RE – stereotypes of people from other cultures.

Links with guided reading – characters feelings.

Media and Digital literacy:

- To know how and why images online might be manipulated
- To know the risks and benefits of social media
- To know that social media sites have age restrictions and regulations for use
- To know about sharing things online, including rules and laws relating to this
- To know how to report inappropriate online content or contact
- To know the importance of balancing time online with other activities to maintain health and wellbeing

Health and Wellbeing

Physical Health and Mental Wellbeing

- To know that mental health is just as important as physical health
- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- To know positive strategies for managing feelings
- To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- To identify where they and others can ask for help and support with mental wellbeing in and outside school
- To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- To understand the importance of asking for support from a trusted adult
- To know about the changes that may occur in life including death, and how these can cause conflicting feelings
- To know about the process of grieving and how grief can be expressed
- To identify how to ask for help and support with loss, grief or other aspects of change
- To know how balancing time online with other activities helps to maintain their health and wellbeing



- To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- To know strategies to respond to pressure from friends including online
- To know how to assess the risk of different online 'challenges' and 'dares'
- To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- To know how to get advice and report concerns about personal safety, including online
- To know what consent means and how to seek and give/not give permission in different situations

Respecting ourselves and others

- To know about the link between values and behaviour and how to be a positive role model
- To know how to discuss issues respectfully
- To know how to listen to and respect other points of view
- To know how to constructively challenge points of view they disagree with
- To know ways to participate effectively in discussions online and manage conflict or disagreements

Links with computing – online safety and around social media. Sharing things online can be permanent.

Money and work:

- To know about value for money and how to judge if something is good value for money
- To know how companies encourage customers to buy things and why it is important to be a critical consumer
- To know how money can impact on a person's emotions, health and wellbeing
- To know about risks associated with money, including debt, fraud, scams and gambling
- To know how to get help if they are concerned about financial risk

- To know what to do and whom to tell if they are frightened or worried about something they have seen online

Growing and changing:

- To understand the changes that happen at puberty (recap learning from year 4) RHE
- To know about human reproduction in the context of the human lifecycle. RHE
- To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (School nurse)
- To know how a baby is made and how it grows. RHE
- To know about roles and responsibilities of parents and carers.
- To know that pregnancy can be prevented with contraception.
- To know about what being more independent might be like, including how it may feel
- To know about the transition to secondary school and how this may affect their feelings
- To gain practical strategies to help manage times of change and transition e.g. practising the bus route to secondary school

Links with science – reproduction within animals and humans

Keeping Safe:

- To know how to protect personal information online
- To gain strategies for dealing with requests for personal information or images of themselves
- To identify types of images that are appropriate to share with others and those which might not be appropriate



			<ul style="list-style-type: none"> • To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • To know about the different age rating systems for social media, T.V, films, games and online gaming and why we have them. • To know about the risks and effects of different drugs • To know about the laws relating to drugs common to everyday life and illegal drugs • To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • To know how to ask for help if they have concerns about drug use. <p>Links to science – effect of drugs and alcohol on the body</p>
Key Vocabulary	Attracted, marriage, forced marriage, pressure, concerns, consent, challenge, disagree	Discrimination, stereotypes, diversity, identity, manipulated, budgeting, interest, loan, debt, scam	period, human reproduction, babies, pregnancy, influences, peer, abuse, responsibility, transition
Sticky Knowledge	<ul style="list-style-type: none"> • Confidentiality means keeping something private or a secret. • Marriage is a legal contract. • Forced marriage is illegal. • Physical contact is only acceptable when it is consented to and when both individuals are of an appropriate age. 	<ul style="list-style-type: none"> • A stereotype is a category or a group that people have set ideas about and we put people into. • What we see and read in the media is not always the truth. • Debt is when you owe money out. • A scam is when somebody pretends to be someone or a company that you trust to take your money. 	<ul style="list-style-type: none"> • Pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. • The media can have a negative influence on people’s self-esteem. • Reproduction happens with a sperm and an egg. • Pregnancy can be prevented through contraception. • It is ok to say no!