Year 3

Year 3 Autumn 1 – Me and My Relationships
Milestone LO: Internet safety and harms • Why social media, some computer games and online gaming, for example, are age restricted. Families and people who care for me • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Caring friendships • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the related ship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful Relationships • importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. Being Safe • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Mental Wellbeing • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

<u>Big End Goal:</u>
- I know how to build positive relationships and when to say no.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Me and my relationships	Children know that… • Safety is anything that people do to protect themselves or other from harmful accidents. • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Autumn 1 Year R) • Rules are guidelines for how people should behave. (revisiting Year 1 Autumn 2) • Special / Important person or people is someone who cares for you and influences your life. (revisiting Autumn 1 Year R) • Family is a group of two or more people who are related by birth, marriage, adoption or who live together. (revisiting Autumn 1 Year R) • Care is what is necessary for the health, welfare, maintenance and protection of someone or something. (revisiting Autumn 1 Year R) • Positive relationships when children have warm and loving, fostering a sense of belonging with another person. • Resolving is the act of finding an answer or solution to a conflict, problem.	Children know how… • Classroom rules help everyone to learn and be safe. (Revisiting Year 1 Autumn 1) • To explain their rules and why it is a rule. (Revisiting Year 1 Autumn 1) including internet-based activities. • To consider the possible consequences for breaking rules. • To talk about important people in their lives including their families and others that care for them. (Revisiting Year R Autumn 1). • To maintain positive relationships with special people. • To suggest simple strategies for resolving conflict. • To define and demonstrate cooperation and collaboration. • To identify how working together in a collaborative manner can help everyone to achieve success. • To explain how to get help if you are upset because of someone else's behaviour. (revisiting Year 2 Autumn 1) • To recognise friendships. (revisiting Year 2 Autumn 1) • To identify how friends, care for each other. (revisiting Year 2 Autumn 1)

	• Conflict is a disagreement or argument. • Cooperation is when people work together and help other. • Collaboration is when people work with each other to achieve a common goal. • Team a group of people who have the same common purpose or goal. • Upset is when someone is angry or unhappy. • A friends is a person who you know, like and enjoy spending time with. • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally.(revisiting Year 2 Autumn 1) • Opinion is when someone states a person's or group's thoughts, feelings or belief about something. • Justify is when someone provides an explanation or reason for something. • Rationale is a basic reason or explanation for something. • Dare is a challenge to perform an action especially as a proof of courage. • Refuse is to show or express unwillingness to do or comply with by saying no. • Uncomfortable when you're feeling not comfortable.	• To explain the differences between bullying and isolated unkind behaviour. (revisiting Year 2 Autumn 1) • To recognise that there are different types of bullying and unkind behaviour. (revisiting Year 2 Autumn 1) • To understand that bullying and unkind behaviour are both unacceptable ways of behaving. (revisiting Year 2 Autumn 1) • To understand and describe strategies for dealing with bullying. (revisiting Year 2 Autumn 1) • To define what is meant by "bullying" and "teasing" showing an understanding of the difference between. (revisiting Year 2 Autumn 1) • To identify situation as to whether they are incidents of teasing or bullying. (revisiting Year 2 Autumn 1) • To express opinions and listens to those of others and consider their points of view. • To explain the thinking behind their ideas and opinions. • To explain what a dare is and how they have the right to refuse if they feel uncomfortable.
Vocabulary	Safety, unsafe, rules, special, important, family, care, positive, resolve, conflict, cooperation, collaboration, team, upset, friend, bully, opinion, justify, rationale, dare, action, refuse, unwilling, uncomfortable	
Enrichment & wider development		

Year 3 Autumn 2 – Being my Best – (objectives being met through Forest School)

Milestone LO:

Healthy eating

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

Health and prevention

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- the facts and science relating to allergies, immunisation and vaccination.

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.

Big End Goal:

- I know that everyone views, talents and skills are different and I can respect this.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Being my Best	Children know that… • Balanced diet includes food from all 5 food groups. • Infectious means spreading or capable of spreading rapidly to others. • Medical means the words and language used specifically in medical and health fields.	Children know how… • To identify how each food group benefits the body. (Revisiting Year R Summer 1) • To recognise what is meant by a balanced diet • To identify what food might make up a healthy balanced meal. (revisiting Year 1 Summer 1)

	• Non medical means not involving, relating to, used in or concerned with medical care of the field of medicine. • A debate is a formal discussion about a subject where people have different views. • A issue is a point or subject in questions or being talked about. • Wellbeing is the state of being comfortable, healthy or happy. • Achievement means something chieved through hard work, courage or skill. • Talents is a natural skill or ability. • Skills are the power or ability to perform a task well. • Collaboration is when people work with each other to achieve a common goal. (Revisiting Year 3 Autumn 1) • Achieve means to reach or bring about a desired end or goal. • Nerves are like a bunch of wires or cables that send signals to and from the brain. There are two main types: sensory and motor nerves. • Sensory nerves link to the senses. • Motor nerves carry messages in other direction. • Brain messages are communicated through the nervous system which controls your muscles so that you can move. • The stomach is one of the main organs of the human digestive system. It is like a mixer, churning and mashing all the food together that comes down the oesophagus into smaller and smaller pieces. The stomach is a muscle. (Revisiting Year 1 Summer 1)	• To identify how some infectious illnesses and diseases are spread from one person to another. (Revisiting Year 1 Summer 1) • To identify how simple hygiene routines can help reduce the risk of illness. (revisiting Year 2 Summer 1). • To recognise medical and non-medical ways of treating illness. • To identify the main body parts: heart, blood, luncgs, stomach, small/large intestines, live and brain. (revisiting Year 1 Summer 1) • To identify how water, food and air gets into the body and blood. (Revisiting Year 2 Summer 1) • To discuss and debate an issue. • To recognise their understanding of health and wellbeing issues that a relevant to them. • To empathise with different viewpoints. • To identify their achievements and developments. • To recognise that people may say kind things to help us feel good about ourselves. • To identify why some groups are not represented in the media. • To identify some different talents and skills people have and how these have been developed. • To recognise their own sills and those of other children in their class. • To demonstrate working together in a collaborate manner so everyone can achieve. • To recognise how the brain send and received message through the nerves.

	• The Intestines are an organ which is muscular tube. They help break down food so that the body can use it for energy. (Revisiting Year 1 Summer 1) • The Brain is an organ inside the head that controls all the body functions of a human being. (Revisiting Year 1 Summer 1) • The heart is a muscle. It is located a little left of the middle of your chest. Your heart is a pump. It pumps blood around your body to provide oxygen and nutrients. (Revisiting Year 1 Summer 1) • The lungs are a pair of organs in the chest. They supply the body with oxygen and removes carbon dioxide from the body. It is home to the respiratory system. (Revisiting Year 1 Summer 1) • Blood brings oxygen and nutrients to all parts of the body so they can keep working. Blood also carries carbon dioxide and other waste materials to the lungs, kidney and digestive system to be removed from the body. Blood also fights infections. (Revisiting Year 1 Summer 1) • A diet is the collection of the food you regularly eat. (Revisiting Year 1 Summer 1) • Routine is a habit or sequence that doesn't vary. (Revisiting Year 1 Summer 1) • Hygiene is the way we care for our bodies. (Revisiting Year 1 Summer 1) • A disease is a condition that impairs the proper functions of the body or one of its parts. (Revisiting Year 1 Summer 1)	

	• Illness is an unhealthy condition of body or mind. (Revisiting Year 1 Summer 1) • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Unhealthy means to be in bad health or ill. (Revisiting Year 2 Summer 1) • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R Summer 1) • Drink is to take liquid into the mouth for swallowing. (revisiting Year R Summer 1) • Moderation the quality or state of being reasonable avoiding extremes. (revisiting Year R Summer 1) • Proteins are meat, beans and eggs. They help build healthy muscles and allow our bodies to grow and repair. (revisiting Year R Summer 1) • Carbohydrates are the body main source of energy as it makes them down into sugars, fibre and starches. Foods such as bread, crackers and pasta. (revisiting Year R Summer 1) • Dairy products are good for the health of our bones and teeth, Foods such as milk, yogurt and cheese. (revisiting Year R Summer 1) • Fats are nutrients in food that the body uses as fuel. (revisiting Year R Summer 1) • Sugars are the simplest form of carbs. They are in fruit and honey. (revisiting Year R Summer 1)	

	• Fruit and vegetables give use vitamins that we need. They keep our digestive system healthy. (revisiting Year R Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • Routine is a habit or sequence that does not vary.(revisiting Year R Summer 1) • Hygiene is the way we care for our bodies. (revisiting from Year 1 Summer 1) • Water is a liquid that is made up of three atoms (two hydrogens, one oxygen) to make the tiny molecule. (Revisiting Year 2 Summer 1) • Air has no colour, taste or odour. It is invisible however we can hear it in the wind and we can feel it brush passed us. Air consists of a mixture of gases. (Revisiting Year 2 Summer 1)	
Vocabulary	Balanced diet, infectious, medical, non-medical, debate, issue, wellbeing, achievement, talents, skills, collaboration, achieve, nerves, sensory, motor nerves, brain, messages, communicate, stomach, digestive system, intestines, brain, heart, lungs,, oxygen, respiratory system, blood, diet, routine, hygiene, disease, illness, unhealthy, healthy, food, drink, moderation, protein, carbohydrates, dairy, fats, sugars, fruit, vegetables, exercise, sleep, routines, hygiene, water, air, hydrogen	
Enrichment & wider development		

Year 3 Spring 1 – Valuing Differences

Milestone LO:

Respectful relationships

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

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of 4 family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Mental wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Internet safety and harms

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Big End Goal:

I know how to be respectful to others.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Valuing Differences	Children know that… • Respectful means you act in a way that shows care for how your actions may impact others. • Language is a system that people use to communicate, or share information. • A challenge is something new and difficult which requires great effort and determination. • A viewpoint is an opinion. • Family is a group of two or more people who are related by birth, marriage, adoption or who live together. (revisiting Year R Autumn 1) • Adoption is the action or fact of legally taking another's child and bring them up as one's own. • Fostering is when a child who has been taken into state custody and placed with a state-licensed adult, who cares for the child in places of their parent or guardian. • Same-sex relationship is when the same gender are together or married. • A community is a word for a group of people who have things in common. (revisiting Year 1 Autumn 2) • Origin is the point or place where something begins or is created.	Children know how… • To use respectful language. • To respectfully challenge another person's viewpoint. • To recognise there are different types of family. • To recognise which groups/ community they belong to. (revisiting from Year 1 Autumn 2) and their benefits. • To identify the UK has people of different origins. • To recognise the similarities and differences amongst their peers. (revisiting from Year 1 Autumn 2) • To identify with those who are different from them. (revisiting from Year 1 Autumn 2) • To recognise bullying and how to deal with this. • To understand and explain why some people are bullied or bully.

	• Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • National related to the whole of a country or nation rather than to part of it or to other nations. • Regional is a large space or area. • Religious background • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. (revisiting Year 1 Autumn 2) • Prejudice is having an opinion or idea about a member of a group without really knowing that individual.	
Vocabulary	Respectful, language, challenge, viewpoint, opinion, family, adoption, fostering, custody, same-sex, community, origin, similarities, differences, national, regional, religious, bully, prejudice	
Enrichment & wider development		

Year 3 Spring 2 – Keeping Safe

Milestone LO:

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.OR3

Online relationships

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Internet Safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Healthy eating

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

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

Big End Goal:
I know the difference between danger and risk and how to manage these myself.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Keeping Safe	Children know that… • Adult is a mature, fully developed person over the age of 18. (revisiting from year R Spring 1) • Help is when someone is given assistance or support. (revisiting from year R Spring 1) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1) • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Consent is when someone agrees to something. (Revisiting from Year R Spring 1) • It is okay to ask for help or ask someone else's opinion if they are unsure. • It is okay to say no. • If they feel uncomfortable then they are unsafe. • Decision is the act or result of making up one's mind. (revisiting Year R Spring 1) • Danger is when there is a chance or likelihood that something bad or harmful may happen. • Risk is the possibility of loss or injury.	Children know how… • To identify situation in which they would feel safe or unsafe. (Revisiting from Year 2 Spring 1) • To identify how they would deal with unsafe situations including who they could ask for help. (Revisiting from Year 2 Spring 1) • To define the words danger and risk. • To know the difference between danger and risk. • To identify and manage risks including those associated with online activity. • To make decisions safely. • To know where to get help when making decisions. • Medicines and drugs can be helpful and harmful. • To identify the risks around the use of cigarettes and alcohol (including that they are both drugs).

	• Helpful is the act of giving help or aid. • If something is harmful is causes or is likely to cause harm. • A drug is a chemical that you take into your body which changes the way you feel or act. • Alcohol is a liquid that is in drinks, It is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body.	
Vocabulary	Adult, help, unsafe. Safe, medicine, feeling, consent, uncomfortable, decision, danger, risk, helpful, harmful, drug, alcohol	
Enrichment & wider development		

Year 3 Summer 1 – Rights and Respect

Milestone LO:

Being safe

- where to get advice e.g. family, school and/or other sources.

Internet safety and harms

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Mental wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Big End Goal:

- I know that people can have different opinions but facts are true.

Concepts	Component (Substantive Knowledge)	Composite (Disciplinary Knowledge)
Rights and respect	Children know that… • Facts are statements that we know to be true. • An opinion states a person's or group's thoughts, feelings or beliefs about something. • Viewpoints is an opinion. It is a particular way you see the world or your distinct perspective on things. • Perceived to see something or someone or to notice something that is obvious. • To volunteer means you are spending some of your time helping others. • Income is a gain usually measure in money that come in from labour, business or property.	Children know how… • To identify key people who are responsible for keeping them safe and healthy. • To recognise the difference between fact and opinion. • To recognise how an event can be perceived from different viewpoints. • To identify a volunteer. • To identify the reasons why people volunteer. • To define the term income, saving and spending. • To identify what needs to be paid for at home. (revisiting Year 1 Spring 2) • To recognise someone, pay is determined by a range of factors including skills experience, training etc.

	• Priority is the most important thing you have to do or deal with or must be done or dealt with before everything else you have to do. • Care is what is necessary for the health, welfare, maintenance and protection of someone or something. (revisiting Year R autumn 2) • Environment is everything that is around us. (revisiting Year 1 Spring 2) • A community is a word for a group of people who have things in common. (Revisiting Year R spring 1) • Safe means providing protection from harm and loss. (Revisiting Year 2 Spring 2) • Spend is to use or pay out money. • Save to prevent money from being lost. (Revisiting year 1 spring 2) • Responsible means being dependable, making good choice and taking accountability for your actions. (revisiting Year 1 Autumn 1) • Home is a building or shelter that is made by humans to live in. (revisiting Year R Autumn 1) • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year 1 Spring 1)	• To identify their environments and how they can look after these. (Revisiting Year 1 Spring 2)
Vocabulary	Facts, opinion, viewpoints, perceived, volunteer, income, priority, care, environment, community, safe, spend, save. Responsible, home, healthy	
Enrichment & wider development	Visits from volunteers	

Year 3 Summer 2 – Growing and Changing

Milestone LO:

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Online relationships

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Mental Welling

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Internet safety and harm

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Respectful relationships

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Changing adolescent body

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

Basic First aid

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

Big End Goal:

I know that human can reproduce.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Growing and changing	Children know that… • Relationship is how two or more people are connected. Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Summer 1) • Body space is the amount of space someone needs around them to be comfortable. This is also referred to as personal space. • Appropriate means the act is correct and fits the situation.	Children know how… • To identify different types of relationships. • To recognise who they have positive healthy relationships, • To identify what is meant by the term body space. • To identify when it is appropriate or inappropriate to allow someone into their body space. • To recognise what to do when someone is inappropriately in their body space.

	• Inappropriate means not right or proper for time or place. • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Safe means providing protection from harm and loss. (Revisiting Year 2 Spring 2) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. (revisiting Year R Spring 1) • Offline means not connected to or linked to an electronic system. • Behaviour is how a child conducts themselves. (Revisiting Year 1 Autumn 1) • Personal information is your name, email address, date of birth, where you live. It is any information that could be used to identify you.(revisiting Year 2 Spring 2) • Request is the act of asking for something. • Secrets is something kept hidden or unexplained. (Revisiting Year 1 Summer 2) • Surprise is to catch someone or something off guard. It is an act upon without giving any warning. You may have to keep the plan a secret for the intended surprise. (Revisiting Year 1 Summer 2)	• To identify that our body can often give us signs when something doesn't feel right. • To recognise appropriate behaviours online as well as offline. • To identify what constitutes of personal information and when it is appropriate and safe to share. • TO identify how to get help in a situation when someone request something. • To identify secrets and surprises. • To identify the differences between safe and unsafe secrets. • To identify who they can ask for help. • To recognise that babies come from the joining of an egg and sperm. • To identify what happens when an egg doesn't meet a sperm. • To identify that girls have periods as a part of puberty.

	• Uncomfortable is a feeling of discomfort or not comfortable. This can cause distress, be irritating or painful. (Revisiting Year 1 Summer 2) • Egg is a single female reproductive cell. • Sperm is a reproductive cell that males have. Males release sperm. It is derived from the Greek word meaning seed. • Period is when blood comes out through a vagina as a female is not pregnant so the lining is not required. • Puberty is when your body goes from looking like a child into looking more like a grown-ups. • Genitals are external body organs that facilitate reproduction. (Revisiting Year 2 Summer 2) • Males have testicles and a penis. (Revisiting Year 2 Summer 2) • Females have a vagina and vulva. (Revisiting Year 2 Summer 2)	
Vocabulary	Relationship, body, space, appropriate, inappropriate, help, safe, unsafe, help, online, offline, behaviour, personal information, requests, secrets, surprise, uncomfortable, egg, period, puberty	
Enrichment & wider development	NSPCC Nurses	

Year 4

Year 4 Autumn 1 – Me and my Relationships

Milestone LO:

Respectful relationships

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

Caring friendships

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

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Healthy Eating

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Internet Safety and Harms

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Big End Goal:

- I know how to work collaboratively with my friends in different situations including online.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Me and my relationships	Children know that… • Collaboration is when people work with each other to achieve a common goal. (revisiting Year 3 Autumn 1) • Qualities is an attribute a person has within their personality. • Team a group of people who have the same common purpose or goal. . (revisiting Year 3 Autumn 1) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Positively means that something is certain or absolute. (revisiting Year R Autumn 1) • Relationship is how two or more people are connected.	Children know how… • To demonstrate strategies for working on a collaborative task. • To define successful qualities of teamwork and collaboration. • To explain what it means by a positive healthy relationship. • To recognise and describe some qualities they admire in others. • To recognise when to say no to a friend. • To identify and use appropriate assertive strategies for saying no to a friend.

	• Admire is to appreciate and respect another person, object or quality. • Consent is when someone agrees to something. (Revisiting Year R Spring 1) • Resolving is the act of finding an answer or solution to a conflict, problem. (Revisiting Year 1 Autumn 1) • Conflict is a disagreement or argument. Revisiting Year 1 Autumn 1) • Friend is a person who you know, like and enjoy spending time with. (revisiting Year 1 Autumn 1) • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • An emotion is a person's inner feeling. (revisiting Year R Autumn 1) • Sad is a feeling of unhappy or without joy. Somethings can cause sadness which means you are unhappy. (revisiting Year R Autumn 1) • Worry means to feel anxious, troubled or uneasy. (revisiting Year R Autumn 1) • Body language is when people communicate how they are feeling through facial expression or movements of their body. • Physical reactions are when emotions are being felt as physical symptoms for example butterflies in their tummy. • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally.(revisiting Year 2 Autumn 2)	• To identify a wide range of feelings, • To recognise different people can feel differently in the same situation. • To describe good and not so good feelings and how feelings can affect our physical state. • To demonstrate and identify a range of feelings through their facial expressions and body language. • To recognise that feelings can change following new information. • To give strategies to respond to bullying. • To understand unhealthy or unacceptable behaviour.

	• Unkind behaviour is when someone is nor kind, sympathetic or harsh to someone else. .(revisiting Year 2 Autumn 2) • Teasing is when someone is saying or doing unkind things about someone else. .(revisiting Year 2 Autumn 2) • Unacceptable means something is not acceptable so not pleasing or welcomed. .(revisiting Year 2 Autumn 2) • Assertive is the ability to speak up for ourselves in a way that is honest and respectful. (revisiting from Year 1 Autumn 1) • Unhealthy is when something is not conductive to good health including mental health.	
Vocabulary	Collaboration, qualities, team, positive, positively, relationship, admire, consent, resolving, conflict, friend, feeling, emotion, sad, worry, unhealthy, body language, physical, bully, unkind, tease, unacceptable, assertive	
Enrichment & wider development		

Year 4 Autumn 2 – Valuing Differences

Milestone LO:

Caring Friendships

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

Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

<u>Being safe</u>

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

<u>Internet safety and harms</u>

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

<u>Mental Wellbeing</u>

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

<u>Big End Goal:</u>

- I know that differences should be celebrated.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Valuing Differences	Children know that… • Negotiate means to bargain or come to an agreement with another person.	Children know how… • To apply negotiation skills to help foster relationships. (revisiting from Year 2 Autumn 2)

	• Compromise is when a person accepts something slightly different from what they really want, because of circumstances or because they are considering the wishes of other people. • Conflict is a disagreement or argument. (revisiting from Year 1 Autumn 1). • Race is a concept used to describe a group of people who share physical characteristics such as skin colour and facial features. • At birth, babies are assigned male or female based on physical characteristics this is someone's gender. • Religion is what someone believes about human beings' relationship to a higher power. • Ethnicity group is a social group or category of the population that is set apart from other groups in society. The people of the group are bound together by common ties of language, nationality, culture and shared history. • Aggressive is an action or threat of action that is intended to harm another person either physically or psychologically. (revisiting Year 1 Autumn 1) • A consequence is what happens immediately after a behaviour. • Behaviour is how a child conducts themselves. (revisiting Year 1 Autumn 1) • Stereotypes are characteristics that society instinctively attributes to groups of people to classify them according to age, weight, occupation, skin colour, gender, etc. • Relationship is how two or more people are connected. (revisiting Year 4 Autumn 1)	• To explain and apply the skill of compromising to solve own conflicts. • To manage conflict by negotiation. • To appreciate differences between them and others. • To recognise potential consequence of aggressive behaviour. • To identify stereotypes including those promoted in the media. • To recognise different types of relationships with people they know. • To identify they have the right to and can protect their body space. • To recognise how others' non-verbal signals indicate how they feel when people are close to their body space. • To identify who they can talk to if they feel uncomfortable.

	• Protect means to defend, keep safe or shield from danger or harm. (revisiting Year R Spring 1) • Body space is the amount of space someone needs around them to be comfortable. This is also referred to as personal space. (revisiting Year 3 Summer 2) • Non-verbal signal is when you use your body language, facial expression or tone of voice to communicate something rather than what you are saying. (revisiting Year R Spring 1) • Uncomfortable is a feeling of discomfort or not comfortable. This can cause distress, be irritating or painful.	
Vocabulary	Negotiate, compromise, conflict, race, baby, physical characteristics, religion, ethnicity, aggressive, consequence, behaviour, relationship, stereotypes, relationship, protect, body space, non-verbal signal, uncomfortable	
Enrichment & wider development		

Year 4 Spring 1 – Being my Best (objectives being met through Forest School)

Milestone LO:

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.

Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Online relationships

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Physical health and fitness

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

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).HP3

Internet safety and health

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

<u>Big End Goal:</u>

- I know how to care for the environment.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Being my best	Children know that… • Unique is being the only one of a particular type. It is something that makes you different from everyone else. (revisiting Year r Autumn 2) • To Choose means to pic one or more from a group. (revisiting Year 2 Summer 1) • Choices are the act of choosing. (revisiting Year 2 Summer 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R Summer 1) • Water is a liquid that is made up of three atoms (two hydrogens, one oxygen) to make the tiny molecule. (revisiting Year 2 Summer 1) • Oxygen is a colourless, odourless gas which we breath in. (revisiting Year 2 Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1)	Children know how… • To identify ways in which everyone is unique (revisiting Year R Autumn 1) • To recognise and appreciate their own uniqueness. • To recognise that there are time when they will make the same choices as their friends but also times where they will choose differently. • To identify choices they make themselves and choices other make for them. (revisiting Year 2 Summer r1) • To identify that the body gets engery from food, water and oxygen and that exercise and sleep are important to our health. (revisiting Year 2 Summer r1) • To identify a balanced diet. • To identify how they can care for the environment through the 7 Rs. • To identify what community means. • To identify qualities and attributes of people who support the school community.

	• Balanced diet includes food from all 5 food groups. (revisiting Year 3 Summer 1) • Proteins are meat, beans and eggs. They help build healthy muscles and allow our bodies to grow and repair. (revisiting Year R Summer 1) • Carbohydrates are the body main source of energy as it makes them down into sugars, fibre and starches. Foods such as bread, crackers and pasta. (revisiting Year R Summer 1) • Dairy products are good for the health of our bones and teeth, Foods such as milk, yogurt and cheese. (revisiting Year R Summer 1) • Fats are nutrients in food that the body uses as fuel. (revisiting Year R Summer 1) • Sugars are the simplest form of carbs. They are in fruit and honey. (revisiting Year R Summer 1) • Fruit and vegetables give use vitamins that we need. They keep our digestive system healthy. (revisiting Year R Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • The seven Rs are ways to look after and care for the environment. • Rethink means to think about something again. • Refuse means to not accept or agree to something. • Reduce means to make less in amount or size. • Reuse means to use items more than once.	

	• Repair means to put something back to good condition again after damage has been done. • Regift means to take a present you receive and give it to someone else. • Recycle means taking a material like plastic in a plastic bottle or the metal in a drink ca nand putting it through a process so the material can be used again instead of being wasted. • A community is a word for a group of people who have things in common. (revisiting from Year R spring 1)	
Vocabulary	Unique, choose, choices, food, differences, water, oxygen, exercise, sleep, balanced diet, proteins, carbohydrates, dairy, fats, sugars, fruit, vegetables, exercise, sleep, rethink, refuse, reduce, reuse, repair, regift, recycle, community	
Enrichment & wider development	Go to a recycling centre or a charity shop	

Year 4 Spring 2 – Keeping Safe

Milestone LO:

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).7
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,

Internet safety and harms

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Physical health and fitness

- the risks associated with an inactive lifestyle (including obesity).

Healthy eating

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

Drugs, alcohol and tobacco

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

Health and prevention

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

Caring friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Mental wellbeing

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Big End Goal:

I know identify how to keep themselves safe online, socially and when around substances.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Keeping safe	Children know that… • Adult is a mature, fully developed person over the age of 18. (revisiting from year R Spring 1) • Help is when someone is given assistance or support. (revisiting from year R Spring 1)	Children know how… • To explain and know the difference between danger, risk and hazards. (revisiting from Year 3 Spring 1) • To identify situation which are dangerous, risky or hazardous. (revisiting from Year 3 Spring 1) • To identify a dare and manage these situations.

	• Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1) • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Consent is when someone agrees to something. (Revisiting from Year R Spring 1) • It is okay to ask for help or ask someone else's opinion if they are unsure. • It is okay to say no. • If they feel uncomfortable then they are unsafe. • Decision is the act or result of making up one's mind. (revisiting Year R Spring 1) • Danger is when there is a chance or likelihood that something bad or harmful may happen. • Risk is the possibility of loss or injury. • Helpful is the act of giving help or aid. • If something is harmful is causes or is likely to cause harm. • A drug is a chemical that you take into your body which changes the way you feel or act. • Alcohol is a liquid that is in drinks, It is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body. • Hazard is something full of danger. It can have great or many risks. (revisiting from Year R Spring 1)	• To identify and manage risks including those associated with online activity. (revisiting from Year 3 Spring 1) • To make decisions safely. (revisiting from Year 3 Spring 1) • To know where to get help when making decisions. (revisiting from Year 3 Spring 1) • To recognise that we can be influenced both positively and negatively. • To identify unacceptable, unhealthy and risky behaviour. • To identify what is safe and unsafe to share online (including pictures). • To recognise implication of sharing online without consent. • To identify strategies to keep personal information safe online. • To identify that medicines are drugs. • To identify how to use medicines safely. (revisiting Year R Spring 1) • To identify strategies of limiting the spread of infectious diseases. • To understand the risks and effect of smoking and drinking alcohol. (revisiting Year 3 Spring 1)

	• Dare is when you challenge or provoke someone to try something risky. • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Negative means focused on what is bad or lacking. • Influence is a think or person that has the power to affect another. • Unacceptable is not acceptable. • Unhealthy means in bad health or ill. • Risky doing something dangerous, hazardous or precarious. It means brining or involving the chance of loss or injury. This could be physically, mentally or emotionally. • Behaviour is how one conducts themselves. (revisiting Year 2 Autumn 2) • Share means to tell someone about your feelings, thoughts, opinions or information. • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. (revisiting from Year R Spring 1) • Personal information is your name, email address, date of birth, where you live. It is any information that could be used to identify you. (revisiting year 2 spring 2) • Infectious diseases are illnesses caused by germs. • Spread means something is being scatters or send fort. This means that it covers or reaches a wide or increasing area. • Smoking is the act of inhaling and exhaling the fumes of burning plant materials.	

Vocabulary	Adult, help, unsafe, safe, medicine, feeling, consent, uncomfortable. Unsafe, decision, danger, risk, infectious disease, smoking, spread, personal information, online, share, behaviour, helpful, harmful, drug, alcohol, hazard, dare, positive, negative, influence, unacceptable, unhealthy, risky
Enrichment & wider development	

Year 4 Summer 1 – Rights and Respect

Milestone LO:

Physical health and fitness

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

Respectful relationship

- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online relationship

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

internet safety and harm

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Being safe

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Big End Goal:

- I know what it means to live in a democratic country.

Concepts	Component	Composite

	(Substantive Knowledge)	(Disciplinary Knowledge)
Rights and respects	Children know that… • Safe means providing protection from harm, loss or danger. (Revisiting Year R spring 1) • A community is a word for a group of people who have things in common. (revisiting from Year R spring 1) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Rights are a choice to make their own opinion and entitlement to things such as education, religion and freedom of speech. • Respectful means you act in a way that shows care for how your actions may impact others. (revisiting Year 3 Autumn 2) • Rules are guidelines for how people should behave. (revisiting Year 1 Autumn 1) • Democracy means ruled by the people. We elect people to make decisions and run the country. • Influence is a think or person that has the power to affect another. (Revisiting from Year 4 Spring 1) • Media is used to pass on information to many people in a society. This information is generally used to inform, to educate or to entertain. Different types of media include TV, radio, newspaper and internet (including social media). • Facts are statements that we know to be true. (revisiting Year 3 spring 2) • An opinion states a person's or group's thoughts, feelings or beliefs about something. (revisiting Year 3 spring 2)	Children know how… • To identify who can help them stay safe at school and in the community. (Revisiting Year 3 Spring 2) • To identify that human have rights but they also need to respect the rights of others. • To identify why we have rules. (revisiting Year 1 Autumn 1) • To identify that everyone can make a difference within a democratic process. • To design the word influence. • To recognise that the media can influence the way people think. • To form their own opinion on factual information. • To identify the role of a bystander witnessing bullying and anti-social behaviour. • To define income and expenditure and relate this to their home. • To identify essential land non-essential items in their home. (revisiting Year 2 Spring 2). • To recognise what is meant by income tax, national insurance and VAT. • To identify how payslip are laid out. • To identify some ways that various national and international environmental organisations work and explain the value of this work.

	• Bystander is someone who happens to be there when something is happening. • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally.(revisiting Year 1 Autumn 2) • Anti-social behaviour are actions which are considered to violate the right os or otherwise harm others by committing crime or nuisance. • Income is a gain usually measure in money that come in from labour, business or property. (revisiting Year 3 Spring 2) • Expenditure is the act of paying or expending. • Essential is something basic, necessary or indispensable. (revisiting Year 2 Spring 2) • Non essential is not necessary. It is a want not a need. (revisiting Year 2 Spring 2) • Income tax is a tax on the money that people own. • National insurance is a tax on earnings and self-employed profit. • VAT is valued-added tax refers to a goods and services tax that members of the public pay to purchase something. • Payslip is a summary of someone's earning and deductions issued by their employer whenever they get paid. • Environmental organisation is an organisation coming out of the conservation or environmental movement that seeks to protect, analyses or monitor the environment against misuse or degradation from human forces.	
Vocabulary	Safe, community, help, rights, respectful, rule, democratic, influence, media, facts, opinion, bystander, bully, anti-social, income, expenditure, essential, non-essential, income, tax, national insurance, VAT, payslips, environmental organisation	

Enrichment & wider development	Visits from business manager Visit from local council

Year 4 Summer 2 – Growing and Changing

Milestone LO:

Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Families and people who care for me

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

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.RR2

Changing Adolescent body

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Big End Goal:

- I know why and how hormonal changes take place.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Growing and changing	Children know that… • Changes means to make a different or alter the content or form of. (Revisiting Year R Summer 2)	Children know how… • To Identify some of the changes that happen to people during their lives. • To identify people who may be able to help them dela with changes.

	• Growing up means to grow toward or arrive at full stature or physical or mental maturity. (revisiting Year R Summer 2) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Negative is the opposite to positive. • Negative means you focus on what is bad or lacking. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Fall out means they have had a disagreement. • A parent is a person who has parental responsibly for or one who cares for a child or young person. • Compromise is when a person accepts something slightly different from what they really want, because of circumstances or because they are considering the wishes of other people. (revisiting Year 4 Autumn 2) • A male is a man or a boy. • A female is a girl or a woman. • Body parts is a part or section of the human body. (Revisiting Year R Summer 2) • Genitalia • Puberty is when your body goes from looking like a child into looking more like a grown-ups. (revisiting Year 3 Summer 2) • Genitals are external body organs that facilitate reproduction. (Revisiting Year 2 Summer 2) • Males have testicles and a penis. (Revisiting Year 2 Summer 2)	• To identify some positive and negative feelings. • To identify reasons why young people sometime fall out with their parents. • To recognise how to and when to compromise. • To identify body parts that male and females have in common and those that are different. • To identify correct terminology for their genitalia. • To identify why puberty happens. • To recognise that baby come from the joining of the egg and sperm. • To identify what happens when an egg doesn't meet a sperm. (Revisiting Year 4 Summer 2) • To identify come ways they can cope with periods. • To identify secrets and surprise and know the different between a safe and unsafe secrets. (Revisiting Year 4 Summer 2) • To recognise that marriage includes same and opposite sex. • To recognise the legal laws around marriage. • To identify reasons why a person would want to be married, live together or have a civil ceremony.

	• Females have a vagina and vulva. (Revisiting Year 2 Summer 2) • Egg is a single female reproductive cell. (revisiting Year 3 Summer 2) • Sperm is a reproductive cell that males have. Males release sperm. It is derived from the Greek word meaning seed. (revisiting Year 3 Summer 2) • Period is when blood comes out through a vagina as a female is not pregnant so the lining is not required. (revisiting Year 3 Summer 2) • Secrets is something kept hidden or unexplained. (revisiting Year 1 Summer 2) • Surprise is to catch someone or something off guard. It is an act upon without giving any warning. You may have to keep the plan a secret for the intended surprise. (revisiting Year 1 Summer 2) • Safe means providing protection from harm and loss. (Revisiting Year 2 Spring 2) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Same sex means that the two people are the same gender. • Opposite sex means that the two people are different genders. • Marriage is a legally and socially sanctioned union between two people. • Live together means that the people share a home. • Civil ceremony are non-religious legal marriage ceremony performed by government officials.	

Vocabulary	Change, growing, help, positive, negative, feeling, parent, compromise, male, female, body parts, puberty, genitalia, egg, sperm, period, secrets, surprise, safe, unsafe, same sex, opposite sex, marriage, civil ceremony
Enrichment & wider development	NSPCC Police

Year 5

Year 5 Autumn 1 – Me and My Relationships

Milestone LO:

Caring friendships

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

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Big End Goal:

I know work collaboratively and assert themselves when required.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Me and my relationships	Children know that… • Collaboration is when people work with each other to achieve a common goal. (revisiting Year 3 Autumn 1) • Qualities is an attribute a person has within their personality. • Team a group of people who have the same common purpose or goal. . (revisiting Year 3 Autumn 1) • Negotiate means to bargain or come to an agreement with another person. (revisiting Year 4 Autumn 2) • Compromise is when a person accepts something slightly different from what they really want, because of circumstances or because they are considering the wishes of other people. (revisiting Year 4 Autumn 2) • Resolving is the act of finding an answer or solution to a conflict, problem (revisiting from Year 1 Autumn 1). • Conflict is a disagreement or argument. (revisiting from Year 1 Autumn 1).	Children know how… • To demonstrate strategies for working on a collaborative task. (Revisiting from Year 4 Autumn 1) • To identify what attributes, you need to be able to work collaboratively. • To explain what it means to negotiate. • To explain what it means to compromise. • To suggest simple strategies for resolving conflict. (revisiting Year 1 Autumn 1) • To understand and conduct responsible and respectful behaviour when interacting with others online and face to face. • To identify a range of feelings. (revisiting Year 1 Autumn 1) • To recognise feelings can be displayed in behaviour. (revisiting Year 1 Autumn 1)

	• Responsible means being dependable, making good choices and taking accountability for your actions. • Respectful means yu act in a way that shows care for how your actions may impact others. • Behaviour is how someone conducts themselves. • Interacting is the action or influence of people, groups or things on one another. • Feelings are something that we feel from within ourselves. (Revisiting from Year R Autumn 1) • An emotion is a person's inner feeling. (Revisiting from Year R Autumn 1) • Friend is a person who you know, like and enjoy spending time with. (revisiting Autumn 1 Year 1) • Unhealthy is when something is not conductive to good health including mental health. (revisiting from Year 4 Autumn 1) • Sad is a feeling of unhappy or without joy. Somethings can cause sadness which means you are unhappy. (Revisiting from Year R Autumn 1) • Worry means to feel anxious, troubled or uneasy. (Revisiting from Year R Autumn 1) • Passive is when someone does not act and just let things happen to them. • Aggressive is an action or threat of action that is intended to harm another person either physically or psychologically. • Assertive is the ability to speak up for ourselves in a way that is honest and respectful. (revisiting from Year 1 Autumn 1)	• To demonstrate how to respond to others when they are feeling certain emotions. • To identify strategies to support someone who is not able to manage their feelings. (revisiting Year 1 Autumn 1) • To identify the qualities of a good friend.(Revisiting Year 1 Autumn 1) • To reflect on their own friendship qualities. • To identify the things that make a unhealthy relationship. • To identify who can help them when they are feeling different emotions. (revisiting from Year R Autumn 1) • To identify way to help others or themselves if they are feeling sad or worried. (revisiting from Year R Autumn 1) • To recognise ways in which they can help themselves or others when they feel sad. (revisiting from Year R Autumn 1) • To identify basic emotional needs and the risks surrounding these. (revisiting from Year 1) • To identify characteristics of passive, aggressive and assertive behaviour. (revisiting from Year 1)

Vocabulary	Collaboration, emotion, qualities, team, negotiate, compromise, resolving, conflict, responsible, respectful, behaviour, interacting, feeling, friend, unhealthy, sad, worry, passive, aggressive, assertive
Enrichment & wider development	

Year 5 Autumn 2 – Valuing Differences

Milestone LO:

Caring friendships

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

Respectful relationships

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

Families and people who care for me

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Big End Goal:

- I know how to maintain friendships and respect other groups of people even though they are different to me.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Valuing Differences	Children know that… • Friend is a person who you know, like and enjoy spending time with. (revisiting Year R Autumn 2) • Negotiate means to bargain or come to an agreement with another person. (revisiting Year 4 Autumn 2)	Children know how… • To define key qualities of friendships. • To describe how to maintain a friendship. • To explain why friendships sometimes come to an end.

	• Compromise is when a person accepts something slightly different from what they really want, because of circumstances or because they are considering the wishes of other people. (revisiting Year 4 Autumn 2) • Conflict is a disagreement or argument. (revisiting from Year 1 Autumn 1). • Race is a concept used to describe a group of people who share physical characteristics such as skin colour and facial features. (revisiting Year 4 Autumn 2) • At birth, babies are assigned male or female based on physical characteristics this is someone's gender. (revisiting Year 4 Autumn 2) • Religion is what someone believes about human beings' relationship to a higher power. (revisiting Year 4 Autumn 2) • Ethnicity group is a social group or category of the population that is set apart from other groups in society. The people of the group are bound together by common ties of language, nationality, culture and shared history. (revisiting Year 4 Autumn 2) • Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. (revisiting Year R Autumn 2) • Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1)	• To listen and respect the ideas and experiences of others. (revisiting Year R Autumn 2) • To demonstrate respectfulness in responding to others. • To identify the feeling surrounding being left out or excluded. • To understand the importance of respecting others, even when they are different from themselves. • To give examples of discrimination. • To recognise the similarities and differences amongst their peers. (revisiting Year 1 Autumn 2) • To understand and explain the different sex, gender identity, gender expression and sexual orientation. • To Identify the different groups that make up their school and wider community. • To explain and demonstrate mutual respect for different faiths and believes. • To recognise that not all information online is factual. • To recognise bullying and how to deal with this. (revisiting from Year 3 Autumn 2) • To understand and explain why some people are bullied or bully. (revisiting from Year 3 Autumn 2) • To identify the consequences of positive and negative behaviours on themselves and others.

	• Listen means when you give attention to a sound like someone who is talking. (revisiting Year R Autumn 1) • Respond is when someone says something in return to react or answer. (revisiting Year R Autumn 1) • Left out is to feel that one is not included in something. (revisiting from Year 2 Autumn 2) This can also be phrased as excluded. • Discrimination prevents people from doing things that other people can do freely. • Sex is the fact of being either males or female. • Gender identity is who you know yourself to be. This can be masculine, feminine or non—binary. This exists on a spectrum. • Gender expression is how someone shows their gender. • Sexual orientation is who someone feels physically and emotionally attracted to. • A community is a word for a group of people who have things in common. (revisiting from Year 1 Autumn 2) • Faiths is belief and trust in and loyalty to a higher figure. • Belief is an idea accepted as true. • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. (revisiting Year R Spring 1) • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. (Revisiting Year 1 Autumn 2) • Consequence is what happens immediately after a behaviour.	

Vocabulary	Friend, negotiate, compromise, conflict, race, baby, religion, ethnicity, respect, similarities, difference, belief, consequence, faith, community, sexual orientation, gender expression, gender identity, sex, bully, discrimination, left out, respond, online, listen
Enrichment & wider development	

Year 5 Spring 1 – Keeping Safe

Milestone LO:

Respectful relationships

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

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Mental wellbeing

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

<u>Being safe</u>

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

<u>Caring friendships</u>

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<u>Drugs, alcohol and Tobacco</u>

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

<u>Big End Goal:</u>

- I know how habits can form and how to change them.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Keeping Safe	Children know that… • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. (Revisiting from Year 1 Autumn 2)	Children know how… • To identify and know how to deal with bullying (face to face and online). (revisiting from Year 1 Autumn 2) • To recognise what information should be shared online (revisiting Year 4 Spring 1).

	• Habit is a pattern of behaviour that is repeated and sometimes the person isn't aware they are doing it. • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1) • Consent is when someone agrees to something. (Revisiting from Year R Spring 1) • It is okay to ask for help or ask someone else's opinion if they are unsure. (revisiting Year 4 Spring 1) • It is okay to say no. (revisiting Year 4 Spring 1) • If they feel uncomfortable then they are unsafe. (revisiting Year 4 Spring 1) • Decision is the act or result of making up one's mind. (revisiting Year R Spring 1) • Danger is when there is a chance or likelihood that something bad or harmful may happen. (revisiting Year 4 Spring 1) • Risk is the possibility of loss or injury. (revisiting Year 4 Spring 1) • Helpful is the act of giving help or aid. (revisiting Year 4 Spring 1) • If something is harmful is causes or is likely to cause harm. (revisiting Year 4 Spring 1) • A drug is a chemical that you take into your body which changes the way you feel or act. (revisiting Year 4 Spring 1)	• To recognise that not all information people share online is true. • To identify strategies to keep personal information safe online. (revisiting Year 4 Spring 1) • To identify situation which are dangerous, risky or hazardous. (revisiting from Year 3 Spring 1) • To identify and manage risks including those associated with online activity. (revisiting from Year 3 Spring 1) • To identify a dare and manage these situations. • To identify and manage risks including those associated with online activity. (revisiting from Year 3 Spring 1) • To make decisions safely. (revisiting from Year 3 Spring 1) • To know where to get help when making decisions. (revisiting from Year 3 Spring 1) • To recognise that we can be influenced both positively and negatively. (revisiting Year 4 Spring 1) • To identify unacceptable, unhealthy and risky behaviour. (revisiting Year 4 Spring 1) • To identify what is safe and unsafe to share online (including pictures). (revisiting Year 4 Spring 1) • To understand the risks and effect of smoking and drinking alcohol. (revisiting Year 3 Spring 1) • To identify what a habit is and why and how habits can be hard to change. • To identify that medicines are drugs. (Revisiting Year 4 Spring 1) • To use medicines in a helpful way and how they can be used in a harmful way.

	• Alcohol is a liquid that is in drinks, It is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body. (revisiting Year 4 Spring 1) • Hazard is something full of danger. It can have great or many risks. (revisiting from Year R Spring 1) • Dare is when you challenge or provoke someone to try something risky. (revisiting Year 4 Spring 1) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Negative means focused on what is bad or lacking. (revisiting Year 4 Spring 1) • Influence is a think or person that has the power to affect another. (revisiting Year 4 Spring 1) • Unacceptable is not acceptable. (revisiting Year 4 Spring 1) • Unhealthy means in bad health or ill. (revisiting Year 4 Spring 1) • Risky doing something dangerous, hazardous or precarious. It means brining or involving the chance of loss or injury. This could be physically, mentally or emotionally. (revisiting Year 4 Spring 1) • Behaviour is how one conducts themselves. (revisiting Year 2 Autumn 2) • Share means to tell someone about your feelings, thoughts, opinions or information. (revisiting Year 4 Spring 1) • Online is something connected by computer to one or more or other computers or networks as through	• To identify how to use medicines safely. (revisiting Year R Spring 1)

	commercial electronic information service or the internet. (revisiting from Year R Spring 1) • Personal information is your name, email address, date of birth, where you live. It is any information that could be used to identify you. (revisiting Year 4 Spring 1) • Smoking is the act of inhaling and exhaling the fumes of burning plant materials.(revisiting Year 4 Spring 1)	
Vocabulary	Bully, habit, unsafe, safe, medicine, consent, uncomfortable, decision, danger, risk, helpful, harmful, drug, alcohol, hazard, dare, positive, negative, influence, unacceptable, unhealthy, risky, behaviour, share, online, personal information, smoking	
Enrichment & wider development		

Year 5 Spring 2 – Being my Best (objectives being met through Forest School)

Milestone LO:

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Internet safety and health

- why social media, some computer games and online gaming, for example, are age restricted.

Basic first aid

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

Drugs, alcohol and tobacco

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

Big End Goal:

- I know how my body works to keep me alive and healthy.

Concepts	Component (Substantive Knowledge)	Composite (Disciplinary Knowledge)
Being my best	Children know that… • Respiratory system is the organs and systems to allow your body to breath. It brings oxygen into the body and takes carbon dioxide out. It involves your mouth, nose, lungs and tubes that connect these organs. • Digestive system is the organs that take in food and liquids and break them down into substances that the body can use for energy, growth, and tissue repair. • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R Summer 1)	Children know how… • To identify the basic functions of found system covered and know they are inter-related. • To identify the importance of food, water, oxygen, sleep and exercise for the human body and its health. (revisiting Yea r2 Summer 1). • To identify own strength and talents. (revisiting Year R Autumn 1) • To identify area that need improvement and describe strategies for achieving those improvements. • To identify the state what is meant by community.

	• Water is a liquid that is made up of three atoms (two hydrogens, one oxygen) to make the tiny molecule. (Revisiting Year 2 Summer 1) • Oxygen is a colourless, odourless gas which we breath in. (revisiting Year 2 Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • Strength is a quality someone possesses that helps them overcome adversity. • Achievement means something achieved through hard work, courage or skill. (Revisiting Year 3 Summer 1) • Talents is a natural skill or ability. (Revisiting Year 3 Summer 1) • Improvements • A community is a word for a group of people who have things in common. (revisiting from Year R spring 1) • Media is used to pass on information to many people in a society. This information is generally used to inform, to educate or to entertain. Different types of media include TV, radio, newspaper and internet (including social media). (Revisiting Year 5 spring 2) • Reflection is the act of reflecting, casting back a light or heat, mirroring or giving back or showing an image. • Portrayed is to make a picture of in images or words. • Harmful means causing damage or injury to somebody/something especially to a person's health or to the environment.	• To describe star quality of celebrity and ordinary people. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To identify two harmful effects smoking/ drinking alcohol. • To identify the actual norms around smoking and reasons for common misperception of these.

	• Smoking is the act of inhaling and exhaling the fumes of burning plant materials. (revisiting Year 4 Spring 1) • Alcohol is a liquid that is in drinks, it is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body. (revisiting Year 4 Spring 1)	
Vocabulary	Respiratory system, digestive system, food, water, oxygen, exercise, sleep, strengths, achievement, talent, improvements, community, media, reflection, portrayed, harmful, smoking, alcohol	
Enrichment & wider development	Visit from health professional	

Year 5 Summer 1 – Rights and Respect

Milestone LO:

Internet safety and harms

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Physical health and fitness

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

Health and prevention

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).

Online relationships

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Mental wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Big End Goal:

- I know how to discuss current issues respectfully.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Rights and respect	Children know that… • Media is used to pass on information to many people in a society. This information is generally used to inform, to educate or to entertain. Different types of media	Children know how… • To identify and discuss current issues in the media concerning health and wellbeing. • To express an opinion on issues concerning health and wellbeing.

	include TV, radio, newspaper and internet (including social media). (Revisiting Year 4 Spring 2) • Current issues are important things that have happened recently tin a certain area or in other places around the world. • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (Revisiting Year 1 Spring 1) • Wellbeing is the state of being comfortable, healthy or happy. (Revisiting Year 3 Summer 1) • Facts are statements that we know to be true. (Revisiting Year 3 Spring 2) • An opinion states a person's or group's thoughts, feelings or beliefs about something. (Revisiting Year 3 Spring 2) • Biased is when someone favours one side or issue over another. • Critical making severe judgement through careful analytical evaluations. • Voluntary group is a group of individual who enter into an agreement usually as volunteers to forma body to accomplish a purpose. • Pressure group is a group of people who work together to try to influence what other people or the government think about a particular subject in order to achieve the things they want. • Respectful means you act in a way that shows care for how your actions may impact others. (revisiting Year 3 Autumn 2)	• To make recommendation on issues concerning health and wellbeing. • To understand the difference between fact and opinion. (Revisiting Year 3 Spring 2) • To identify biased reporting. • To think critically about things we read. • To identify what is meant by voluntary, community and pressure groups. • To identify the difference between respect, rights and duties. • To identify the cost involved in producing and selling an item. • To define loan, credit, debt and interest. • To identify areas that local councils have responsibility for. • To recognise that local councillors are elected to represent their local community.

	• Rights are a choice to make their own opinion and entitlement to things such as education, religion and freedom of speech. • Duties are something that a person should do because it is right or fair. • Loan is something that is lent or borrowed. • Credit to add to a person's account. • Debt is money one person, organisation or government owes to another. • Interest is the reward for saving and the cost of borrowing. • Responsibility means being dependable, making good choices and taking accountability for your actions. (Revisiting Year 1 Spring 2) • Local council is a group of people that gathers for the purpose of giving advice or making decisions. • Councillor is elected to represent their community.	
Vocabulary	Media, current issues, healthy, wellbeing, fact, opinion, biased, critical, voluntary group, pressure group, respectful, rights, duties, loans, credit, debt, interest, responsibility, local council, councillors	
Enrichment & wider development	Visit to or from bank	

Year 5 Summer 2 – Growing and Changing

Milestone LO:

Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Families and people who care for me

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

<u>Changing adolescent body</u>

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

<u>Big End Goal:</u>

- I know how to recognise and deal with different feelings.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Being my best	Children know that… • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Negative is the opposite to positive. • Negative means you focus on what is bad or lacking. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Intense means exhibiting strong feelings or purpose. • Resilience is the ability to bounce back after challenges and tough times. (revisiting Year R summer 1) • Trust is a relationship in which one person holds title of. • Uncomfortable is a feeling of discomfort or not comfortable. This can cause distress, be irritating or painful. (Revisiting Year 1 Summer 2)	Children know how… • To identify different and intense feelings. • To identify good and not good feelings using appropriate vocabulary. • To identify strategies to build resilience • To identify people who I can trust. • To identify what to do fi they feel uncomfortable. • To identify the different between safe and unsafe secrets. • To identify when someone might need to break a confidence in order to keep someone safe. • To identify some products that they ay need during puberty and why. • To identify what menstruation is and why it happens.

	• Safe means providing protection from harm and loss. (Revisiting Year 2 Spring 2) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Secrets is something kept hidden or unexplained. (Revisiting Year 1 Summer 2) • Confidence means feeling sure of yourself and your abilities. • Genitals are external body organs that facilitate reproduction. (Revisiting Year 2 Summer 2) • Males have testicles and a penis. (Revisiting Year 2 Summer 2) • Females have a vagina and vulva. (Revisiting Year 2 Summer 2) • Puberty is when your body goes from looking like a child into looking more like a grown-ups. (revisiting Year 3 Summer 2) • Menstruation is another name for a period. A period is the 2-7 days that a girl or woman has her menstrual flow which is when blood and tissue leaves her body through her vagina as this lining is not required as she is not pregnant. • External sexual organs • Nervous is having a very anxious or fearful nature. • Sad means unhappy or without joy. • Relaxed means to rest whilst doing nothing or spending time doing enjoyable things. • Separated the act of splitting two things for example parent and child or friends.	• To identify and use the correct words for the external sexual organs. • To recognise myths associated with puberty. • To recognise how our body feels when we're relaxed. • To identify some ways our body, feel when it is nervous or sad. • To identify how to be resilient in order to find someone who will listen to you. • To identify who someone might feel when they are separated from someone or something they like.

Vocabulary	Positive, negative, feeling, intense, resilience, trust, uncomfortable, safe, unsafe, secret, confidence, puberty, menstruation, nervous, sad, relaxed, separated
Enrichment & wider development	NSPCC

Year 6

Year 6 Autumn 1 – Me and My Relationships

Milestone LO:

Caring friendships

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

Families and people who care for me

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

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Changing adolescent body

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

Respectful relationships

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Big End Goal:

- I know how to identify and demonstrate different types of behaviours.

Concepts	**Component**	**Composite**

	(Substantive Knowledge)	(Disciplinary Knowledge)
Me and my relationships	Children know that… • Cooperation is when people work together and help other. (revisiting Year 3 Autumn 1) • Collaboration is when people work with each other to achieve a common goal. (revisiting Year 3 Autumn 1) • Negotiate means to bargain or come to an agreement with another person. (revisiting Year 5 Autumn 1) • Compromise is when a person accepts something slightly different from what they really want, because of circumstances or because they are considering the wishes of other people. (revisiting Year 5 Autumn 1) • Friend is a person who you know, like and enjoy spending time with. (revisiting Autumn 1 Year 1) • Respectful means yu act in a way that shows care for how your actions may impact others. (revisiting Year 3 Autumn 2) • Passive is when someone does not act and just let things happen to them. (revisiting Year 1 Autumn 1) • Aggressive is an action or threat of action that is intended to harm another person either physically or psychologically. (revisiting Year 1 Autumn 1) • Assertive is the ability to speak up for ourselves in a way that is honest and respectful.(revisiting Year 1 Autumn 1) • A consequence is what happens immediately after a behaviour. (revisiting Year 4 Autumn 2) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Negative is the opposite to positive. (revisiting Yea 4 Summer 2)	Children know how… • To define and demonstrate cooperation and collaboration. (revisiting Year 3 Autumn 1) • To identify how working together in a collaborative manner can help everyone to achieve success. (revisiting Year 3 Autumn 1) • To explain what it means to negotiate. (revisiting Year 5 Autumn 1) • To explain what it means to compromise. (revisiting Year 5 Autumn 1) • To identify strategies to support someone who is not able to manage their feelings. (revisiting Year 1 Autumn 1) • To identify the qualities of a good friend. (revisiting Year 1 Autumn 1) • To identify emotional needs and the risks surrounding these. (revisiting Year 1 Autumn 1) • To overcome their own friendship challenges using their social skills. • To show respect to themselves and others. • To describe the consequences of reacting to others in a positive or negative way. • To recognise and empathise with patterns of behaviour in peer-group dynamics. • To recognise their and others emotional needs. • To identify characteristics of passive, aggressive and assertive behaviour. (revisiting Year 1 Autumn 1) • To demonstrate assertive behaviour where and when appropriate.

	• Negative means you focus on what is bad or lacking. (revisiting Year 4 Summer 2) • React is when you act in response to something or someone. • Respond is when someone says something in return to react or answer. (revisiting from Year R Autumn 1) • An emotion is a person's inner feeling. (revisiting from Year R Autumn 1) • Commitments is an agreement or pledge to do something in the future. • Marriage is the4 union between individual people. • A parent is a person who has parental responsibility for, or one who cares for a child or young person. • Physical contact is being touched physically by someone or something else. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Inappropriate means the act is not appropriate. • Appropriate means the act is correct and fits the situation. (revisiting Year 3 Summer 2) • Illegal means it is against the law or rules. It is not lawful. • Touch means to bring a body part into contact with another body part through the tactile sense. (Revisiting Year R Spring 1) • Consent is when someone agrees to something. (revisiting Year 4 Autumn 1)	• To describe the way in which people show their commitment each other. • To consent to a marriage. • To recognise that some types of physical contact can produce strong negative feelings. • To identify inappropriate touch which is also illegal.
Vocabulary	Cooperation, collaboration, negotiate, compromise, friend, respectful, passive, aggressive, assertive, consequence, positive, negative, react, respond, emotion, commitment, marriage, parent, physical contact, consent, feeling, inappropriate, appropriate, illegal, touch	

Enrichment & wider development	

Year 6 Autumn 2 – Valuing Differences

Milestone LO:

Caring Friendships

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

Respectful relationships

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Mental Wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

<u>Families and people who care for me</u>

- that families are important for children growing up because they can give love, security and stability.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

<u>Internet safety and harms</u>

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

<u>Big End Goal:</u>

- I know how to support others that might not be my friends.
- I know how to identify prejudice, stereotypes and disrespectful behaviour.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Valuing Differences	Children know that… • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally.(Revisiting from Year 1 Autumn 2) • Discrimination prevents people from doing things that other people can do freely. (Revisiting Year 5 Autumn 2) • Behaviour is how one conducts themselves. (revisiting Year 2 Autumn 2) • Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. (Revisiting Year R Autumn 2) • Disrespectful is the lack of respect. This can be rude.	Children know how… • To recognise bullying and discriminatory behaviour is disrespectful to others. • To identify strategies to support someone as a bystander to bullying.(revisiting from Year 4 Autumn 2) • To celebrate their peers positive attributes. (revisiting Year R Autumn 2) • To know that all people are unique. • To demonstrate wats of showing respect to others using verbal and nonverbal communication. • To define the term prejudice.

	• Bystander is someone who happens to be there when something is happening. (Revisiting from Year 4 Spring 2) • Celebrate mean something is made special or honoured. (Revisiting Year R Autumn 2) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Non-verbal signal is when you use your body language, facial expression or tone of voice to communicate something rather than what you are saying. (revisiting Year 4 Autumn 2) • Verbal is communicating through words. • Prejudice is having an opinion or idea about a member of a group without really knowing that individual. • A community is a word for a group of people who have things in common. (Revisiting Year 1 Autumn 2) • Diversity is when people are different from each other. • Society are the member of a community or group considered together. • Friend is a person who you know, like and enjoy spending time with. (revisiting from Year R Autumn 2) • Acquaintance is a person known to one but usually not a close friend. • Relationship is how two or more people are connected. (revisiting Year R Autumn 2) • Stereotype means assuming that a group of people who share some characteristics also share certain attributes. • Media is used to pass on information to many people in a society. This information is generally used to inform, to educate or to entertain. Different types of media include	• To identify groups in their communities. (Revisiting Year 5 Autumn 2). • To identify the benefits of living in a diverse society. • To explain the importance of mutual respect. • To explain the different between friend and acquaintance. • To identify the benefits of other types of relationships such as neighbour, parent/ carer, relative etc. • To define the term stereotype. • To identify the media can sometime reinforce stereotypes. • To challenge stereotypical gender portrayals of people.

	TV, radio, newspaper and internet (including social media).(Revisiting Year 5 Spring 2) • Race is a concept used to describe a group of people who share physical characteristics such as skin colour and facial features. (revisiting Year 4 Autumn 2) • At birth, babies are assigned male or female based on physical characteristics this is someone's gender. (revisiting Year 4 Autumn 2) • Religion is what someone believes about human beings' relationship to a higher power. (revisiting Year 4 Autumn 2) • Ethnicity group is a social group or category of the population that is set apart from other groups in society. The people of the group are bound together by common ties of language, nationality, culture and shared history. (revisiting Year 4 Autumn 2)	
Vocabulary	Bully, discrimination, behaviour, respect, disrespectful, bystander, celebrate, positive, non-verbal, signal, verbal, prejudice, community, diversity, society, friend, acquaintance, relationship, stereotype media, race, baby, religion, ethnicity	
Enrichment & wider development		

Year 6 Spring 1 – Keeping Safe

Milestone LO:

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

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

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Internet safety and harm

- that for most people the internet is an integral part of life and has many benefits.

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

<u>Mental wellbeing</u>

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

<u>Healthy eating</u>

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

<u>Drugs, alcohol and tobacco</u>

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

<u>Caring friendships</u>

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<u>Families and people who care for me</u>

- that families are important for children growing up because they can give love, security and stability.

<u>Big End Goal:</u>

- I know am responsible for keeping myself safe.

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Keeping safe	Children know that… • Responsible means being dependable, making good choice and taking accountability for your actions. (revisiting Year 2 Spring 2) • Respectful means you act in a way that shows care for how your actions may impact others. (revisiting Year 3 Autumn 2) • Share means to tell someone about your feelings, thoughts, opinions or information. (revisiting Year 4 Spring 1) • Spread means something is being scatters or send fort. This means that it covers or reaches a wide or increasing area. (revisiting Year 4 Spring 1) • Illegal means it is against the law or rules. It is not lawful. (revisiting Year 6 Autumn 1) • Legal means the act is permitted by law. • Addition is a very strong urge to do something that is hard to control or stop.	Children know how… • To accept and demonstrate responsible and respectful behaviour when interacting with other online and face to face. • To recognise the ease with which something posted online can be shared and spread. • To recognise what information should be shared online (revisiting Year 4 Spring 1). • To recognise that not all information people share online is true. (revisiting Year 5 Spring 1) • To identify strategies to keep personal information safe online. (revisiting Year 4 Spring 1) • To know it is illegal to create and share sexual images of children. • To identify what is safe and unsafe to share online (including pictures). (revisiting Year 4 Spring 1) • To recognise implication of sharing online without consent. (revisiting Year 4 Spring 1)

	• Emotional needs are feelings or condition we need to feel happy, fulfilled or at peace. • Independence is the state of being free of the control of some other person, country or entity. • Habit is a pattern of behaviour that is repeated and sometimes the person isn't aware they are doing it. . (revisiting Year 5 Spring 1) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1) • Consent is when someone agrees to something. (Revisiting from Year R Spring 1) • It is okay to ask for help or ask someone else's opinion if they are unsure. (revisiting Year 4 Spring 1) • It is okay to say no. (revisiting Year 4 Spring 1) • If they feel uncomfortable then they are unsafe. (revisiting Year 4 Spring 1) • Decision is the act or result of making up one's mind. (revisiting Year R Spring 1) • Danger is when there is a chance or likelihood that something bad or harmful may happen. (revisiting Year 4 Spring 1) • Risk is the possibility of loss or injury. (revisiting Year 4 Spring 1) • Helpful is the act of giving help or aid. (revisiting Year 4 Spring 1)	• To define addiction. • To recognise how basic emotional needs can be met. • To identify if the needs are not met this can impact a person's behaviour. • To recognise that drugs can be categorised. • To adhere to the laws surrounding drugs. • To identify that medicines are drugs. (Revisiting Year 4 Spring 1) • To use medicines in a helpful way and how they can be used in a harmful way. (revisiting Year 5 Spring 1) • To identify how to use medicines safely. (revisiting Year R Spring 1) • To identify norms, effects and risks around drinking alcohol. • To identify that independence comes with responsibility.

	• If something is harmful is causes or is likely to cause harm. (revisiting Year 4 Spring 1) • A drug is a chemical that you take into your body which changes the way you feel or act. (revisiting Year 4 Spring 1) • Alcohol is a liquid that is in drinks, It is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body. (revisiting Year 4 Spring 1) • Behaviour is how one conducts themselves. (revisiting Year 2 Autumn 2) • Share means to tell someone about your feelings, thoughts, opinions or information. (revisiting Year 4 Spring 1) • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. (revisiting from Year R Spring 1) • Personal information is your name, email address, date of birth, where you live. It is any information that could be used to identify you. (revisiting Year 4 Spring 1) • Smoking is the act of inhaling and exhaling the fumes of burning plant materials.(revisiting Year 4 Spring 1)	
Vocabulary	Responsible, respectful, share, spread, illegal, legal, addition, emotional needs, independence, habit, unsafe, safe, medicine, consent, uncomfortable, decision, danger, risk, helpful, drug, alcohol, behaviour, share, online, personal information, smoking	
Enrichment & wider development		

Year 6 Spring 2 – Rights and Respect

Milestone LO:

Respectful relationships

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Internet safety and harm

- why social media, some computer games and online gaming, for example, are age restricted.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Big End Goal:

- I know my rights, responsibility and duties at home, school, in the community and online (when using social media particularly).

Concepts	**Component (Substantive Knowledge)**	**Composite (Disciplinary Knowledge)**
Rights and respect	Children know that… • Facts are statements that we know to be true. (Revisiting Year 3 Spring 2) • An opinion states a person's or group's thoughts, feelings or beliefs about something. (Revisiting Year 3 Spring 2) • Biased is when someone favours one side or issue over another. (Revisiting Year 5 Spring 2)	Children know how… • To understand the difference between fact and opinion. (Revisiting Year 3 Spring 2) • To identify biased and unbiased. • To recognise the legal age to have social media accounts. • To identify why people don't tell the truth online and only post the "good bits". • To identify the benefits in saving money.

	• Unbiased is when something or someone is free from bias. • Legal permitted by the law. • Social media is websites, apps and social games that connect people to each other through the sharing of picture, thoughts, ideas, articles and other content. • Truth is what is real. • Environmentally sustainable is using natural resources in a way that we could keep doing for a long time. • Responsible means being dependable, making good choices and taking accountability for your actions. (Revisiting Year 5 Autumn 1) • Rules are guidelines for how people should behave. (revisiting Year 1 Autumn 1) • Laws are rules made by an authority that must be obeyed. • Voluntary group is a group of individual who enter into an agreement usually as volunteers to forma body to accomplish a purpose. (Revisiting Year 5 Spring 2) • Pressure group is a group of people who work together to try to influence what other people or the government think about a particular subject in order to achieve the things they want. (Revisiting Year 5 Spring 2) • Respectful means you act in a way that shows care for how your actions may impact others. (revisiting Year 3 Autumn 2) • Rights are a choice to make their own opinion and entitlement to things such as education, religion and freedom of speech. (Revisiting Year 5 Spring 2)	• To identify what is meant by living in an environmentally sustainable way. • To identify what is meant by voluntary, community and pressure groups. (Revisiting Year 5 Spring 2) • To identify the different kinds of responsibilities, rights an duties at home, school and in the community. • To identify why and how rules and laws are enforced to protect them.

	• Duties are something that a person should do because it is right or fair. (Revisiting Year 5 Spring 2)	
Vocabulary	Facts, opinion, biased, unbiased, legal, social media, truth, environmentally sustainable, responsible, rules, laws, voluntary groups, pressure group, respectful, rights, duties	
Enrichment & wider development	Visits from local councillor or environmental groups	

Year 6 Summer 1 – Being my Best (objectives being met through Forest School)

Milestone LO:

Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the importance of self-respect and how this links to their own happiness.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

Drugs, alcohol and tobacco

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

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

Changing adolescent body

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

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.MW5

Mental wellbeing

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Physical health and fitness

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.HP1

Health and prevention

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- the facts and science relating to allergies, immunisation and vaccination.

Big End Goal:

- I know how to lead a healthy lifestyle by looking after my own wellbeing.

Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Being my best	Children know that…	Children know how… • To identify aspirational goals.

	• A goal is something that you are determined you want and you work hard to achieve it. (Revisiting Year R Summer 1) • Achieve is to reach or bring about a desired end or goal. (Revisiting Year R Summer 1) • Aspirations are things people hope to achieve for themselves in the future. • Actions are a movement or a series of movements. • Research is a careful study and investigation for the purpose of discovering and explaining new knowledge. • Emotions are a person's inner feelings. • Smoking is the act of inhaling and exhaling the fumes of burning plant materials. (revisiting Year 4 Spring 1) • Alcohol is a liquid that is in drinks, it is a drug that changes the way you feel by changing the way the brain sends and receives message to the rest of the body. (revisiting Year 4 Spring 1) • Risk is the possibility of loss or injury. (Revisiting Year 3 Spring 1) • Five ways to wellbeing help you improve your mental health and wellbeing: connect, be active, take notice, keep learning and give. • Connect means to spend time developing and nurturing relationships with friend, family and neighbours. • Be active means try to find an activity that you enjoy and that keeps you active such as walking, swimming, cycling and playing sport. • Take notice means being more aware of the present moment, the world around you and your own feelings	• To identify the actions needed to set and achieve these. • To present information research on health and wellbeing issues. • To identify risk factors in given situation including emotional risks. • To identify actual norms around smoking/alcohol and the reasons for common misperceptions of these. • To identify the risk factors in a given situation. • To understand and explain the outcomes of risk-taking in a given situation. • To recognise that some sitations can be made less risky. • To identify what the five ways to wellbeing are. • To recognise how the five ways to wellbeing contribute to a healthy lifestyle giving examples of how they an be implemented in people's lives.

	and thought can help you to positively change how you're feeling about life. • Keep learning means learning new skills can boost confidence and give you a sense of achievement. • Give means helping other, saying thank you, or giving someone a smile can help improve your self-esteem and improve your emotional health. • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Lifestyle is the usual way of life of a person, group or society.	
Vocabulary	Goal, achieve, aspirations, actions, research, emotion, smoking, alcohol, risk, wellbeing, connect, active, notice, learning, give, healthy, lifestyle, society	
Enrichment & wider development	Visit from mental health support	

Year 6 Summer 2 – Growing and Changing

Milestone LO:

Respectful relationships

- importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships

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

Mental Wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Internet safety and harm

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Changing adolescent and body

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

Being safe

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

Families and people who care for me

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Health and prevention

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

Big End Goal:

• I know the changes that will occur throughout life and what comes alongside that.		
Concepts	**Component** **(Substantive Knowledge)**	**Composite** **(Disciplinary Knowledge)**
Growing and Changing	Children know that… • Fame is the fact or condition of being known to the public. • Photo is a picture made by using a camera. • Society is not just the community you live in, it is all groups of people that share the same laws, right, resources and live under the same flag. • Stereotypes means assuming that a group of people who share some characteristics share certain attributes. • Media is used to pass on information to many people in a society. This information is generally used to inform, to educate or to entertain. Different types of media include TV, radio, newspaper and internet (including social media). (Revisiting Year 4 Spring 2) • Gender stereotypes means generalised views and conceptions about how a person does or should act if they are a man or woman. • Normal means you are conforming to the standard or common type. • Risk is the possibility of loss or injury. (Revisiting Year 3 Spring 1) • Sharing means to divide and give out to others while keeping a portion for oneself. • Online is something connected by computer to one or more or other computers or networks as through	Children know how… • I identify that fame can be short lived. • To recognise that photos can be changed to match society's view. • To identify qualities that people have, as well as looks. • To identify what is meant by the term stereotypes. • To recognise how the media can sometimes reinforce gender stereotypes. • To recognise that people fall into a wide range of what is seen as normal • To challenge stereotypical gender portrayals of people. • To identify the risks of sharing images online and how these are hard to control once shared. • To identify that people can feel pressured to behave in a certain way because of the influence of the peer group. • To identify the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • To recognise some of the changes they have experienced and their emotional responses to those changes. • To identify people who can support someone who is dealing with a challenging time of change. • To identify the word puberty giving examples of some physical and emotional changes associated with it.

	commercial electronic information service or the internet. (revisiting Year R Spring 1) • Pressured means a strong influence or burden on the mind or emotions. • Behave is the way you act or conduct yourself. • Changes means to make a different or alter the content or form of. (revisiting Year R Summer 2) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Puberty is when your body goes from looking like a child into looking more like a grown-up. (Revisiting Year 3 Summer 2) • Genitals are external body organs that facilitate reproduction. (Revisiting Year 2 Summer 2) • Males have testicles and a penis. (Revisiting Year 2 Summer 2) • Females have a vagina and vulva. (Revisiting Year 2 Summer 2) • FGM stands for female genital mutilation. This is when partial or total removal of external female genitalia takes place for non-medical reasons. • Sexual reproduction is when an egg or sperm join to create new life. • Sperm is a reproductive cell that males have. Males release sperm. It is derived from the Greek word meaning seed. (revisiting Year 3 Summer 2) • Egg is a single female reproductive cell. (Revisiting Year 3 Summer 2) • Legal permitted by the law. (revisiting Year 6 Spring 2) • Legal age is 16 to give consent.	• To identify strategies that would help someone who felt challenged by the changes in puberty. • To identify what FGM is and that it is an illegal practise in this country. • To identify where someone could get support if they were concerned about their own or another person's safety. • To identify the changes that happen through puberty to allow sexual reproduction to occur. • To identify a variety of ways in which the sperm can fertilise the egg to create a baby. • To know the legal age of consent and what it means. • To identify how HIV affect the body's immune system and how it is transmitted. • To identify how a person can protect themselves from HIV.

	• Consent is when someone agrees to something. (Revisiting Year R Spring 1) • HIV stands for human immunodeficiency virus. It is a virus that attacks the immune system. • Immune system is the body's defence against infections. • Transmitted means to send or carry from one person, place or things to another. • Protect means to keep safe from harm or injury.	
Vocabulary	Fame, photo, society, stereotypes, media, gender, normal, risk, sharing, online, pressured, behave, protect, change, help, emotion, puberty, FGM, sexual reproduction, sperm, egg, legal, consent, HIV, immune, transmitted	
Enrichment & wider development	NSPCC Nurses	