

This Curriculum Overview shows what your child will learn in Personal, Social, Health and Economic Education during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

	Year 1							
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term			
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing			
TEAM (Together Everyone Achieves More) – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.	Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.	Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.	Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.	Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.	It's My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.			
Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	Sequence:			
I can talk about the	I can describe ways that	I can understand how	I can think of star	I can talk about what	I know I can choose			
teams I belong to.	I can help my school	happy thoughts can	qualities I already have	makes me special.	what happens to my			
I can be a good listener.	community.	make me feel good.	and those I would like	I can name some of the	body.			
I can explain how to be	I can describe ways that	I can make good	to develop.	different feelings I have	I can make healthy			
kind and why it is	I can be a good	choices and consider	I can explain how a	and can describe how	choices about sleep and			
important.	neighbour.	the impact of my	positive learning	they feel.	exercise.			
I can talk about unkind	I can identify things	decisions.	attitude can help me.	I can talk about things I	I can make healthy			
behavior like teasing	that help and harm my	I can set myself goals	I can talk about jobs	like that make me feel	choices about food and			
and bullying.	neighbourhood.	and consider how to	that people can do and	happy.	drink.			
I can explain how to be	I can explore how	achieve them.	tell my friends what I	I can talk about the	I know how to keep my			
a positive learner.	people living in the	I can discuss my	want to be when I grow	things that make me	body clean.			
	British Isles can be	feelings and opinions	up.	feel unhappy or cross	l know			



different and how they	with others and cone	I can understand that it	and have ideas about	I can choose to keep
	•			my mind and body
				healthy and safe.
0	0		0	what is safe to eat or
•		5		drink.
British Isles.	,	5	0	unnk.
		0		
D21 To loom about				
				<b>R13.</b> To recognise that
			confidence.	some things are private
,	how I am feeling.	с с		and the importance of
				respecting privacy; that
•				parts of their body
		about them.		covered by underwear
	<b>e</b> ,			are private
to others <b>R25.</b> To know			that matter to them	H12. To learn how to
how to talk about and	lonely and what to do	R23. To recognise the	H12. To learn how to	recognise and name
share their opinions on	R21. To learn about	ways in which they are	recognise and name	different feelings R17.
things that matter to	what is kind and unkind	the same and different	different feelings H13.	To know there are
them	behaviour, and how	to others <b>R25.</b> To know	To learn how feelings	situations when they
L1. To learn about what	this can affect others	how to talk about and	can affect people's	should ask for
rules are, why they are	R25. To understand	share their opinions on	bodies and how they	permission and also
needed, and why	how to talk about and	things that matter to	behave H14. To learn	when their permission
different rules are	share their opinions on	them	how to recognise what	should be sought
needed for different	things that matter to	H20. To learn about	others might be feeling	R18. To learn about the
situations <b>L2.</b> To	them	change and loss	H15. To recognise that	importance of not
understand how people	H1. To learn about	(including death); to	not everyone feels the	keeping adults' secrets
and other living things	what keeping healthy	identify feelings	same at the same time,	(only happy surprises
have different needs;	means; different ways	associated with this; to	or feels the same about	that others will find out
about the	•	recognise what helps	the same things	about eventually)
	learn about different		H16. To learn about	R20. To know what to
•		• •		do if they feel unsafe or
0	0	0		worried for themselves
	•	•		or others; who to ask
• .				for help and vocabulary
•	0		•	to use when asking for
		H24. To know how to	different things they	help; importance of
	share their opinions on things that matter to them L1. To learn about what rules are, why they are needed, and why different rules are needed for different situations L2. To understand how people and other living things have different needs;	<ul> <li>are the same.</li> <li>I can talk about being British and living in the British lsles.</li> <li>R21. To learn about what is kind and unkind behaviour, and how this can affect others</li> <li>R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and share their opinions on things that matter to them</li> <li>L1. To learn about what rules are, why they are needed, and why different rules are needed for different situations L2. To understand how people and other living things have different needs; about the</li> <li>L3. To learn about things they can do to help look after their</li> </ul>	are the same.with difficult emotions.is a person's interests and skills that make thankful for and focus on what I do have, rather than what I don't.is a person's interests and skills that make them suited to doing a job.R21. To learn about what is kind and unkind behaviour, and how this can affect others R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and things that matter to themR7. To learn about how to recognise when they or some one else feels lonely and what to do R21. To learn about what rules are, why they are needed, and why different rules are needed for different situations 12. To understand how people and other living things have different needs; about theWith difficult emotions. I can discuss things I an thankful for and focus on what I do have, rather than what I don't.Is a person's interests and skills that make them I can think about things thappening now and how I am feeling.R23. To recognise the ways in which they are things that matter to themR7. To learn about how to recognise when they or some one else feels lonely and what to do share their opinions on things that matter to themR23. To recognise the ways in which they are the same and different share their opinions on things that matter to themR23. To recognise the ways in which they are the same and different share their opinions on things that matter to them1. To learn about themH1. To learn about what keeping healthy means; different ways can experienceR23. To identify what they are good at, what they are good at, what they like and dislike </td <td>are the same. I can talk about being British lsles.with difficult emotions. I can discuss things I am thankful for and focus on what I do have, rather than what I don't.is a person's interests and skills that make them suited to doing a job.what is do when I have these feelings.R21. To learn about what is kind and unkind behaviour, and how this can affect othersI can focus on what is happening now and how I am feeling.I can think about thappening now and how I am feeling.I can think about thappen to me and consider how I feel about themI can think about thage and loss make me feel.R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and share their opinions on things that matter to thes and edd forentR7. To learn about how to recognise when they or someone else feels lonely and what to do R21. To learn about what is kind and unkind behaviour, and how this can affect others R25. To understand how to talk about and share their opinions on things that matter to themR23. To recognise the ways in which they are to its can affect others R25. To understand how to talk about and share their opinions on thow to talk about and share their opinions on to keep healthy H11. To learn about to keep healthy H11. To learn about what keeping healthy maes; different ways about the resonsibilities of can experienceNo to recognise what they are good at, what they are good at, what they like and dislikeH18. To understand heelings1. To learn about things they can do to help look after theirH12. To understand how to recognise and name different feeli</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></td>	are the same. I can talk about being British lsles.with difficult emotions. I can discuss things I am thankful for and focus on what I do have, rather than what I don't.is a person's interests and skills that make them suited to doing a job.what is do when I have these feelings.R21. To learn about what is kind and unkind behaviour, and how this can affect othersI can focus on what is happening now and how I am feeling.I can think about thappening now and how I am feeling.I can think about thappen to me and consider how I feel about themI can think about thage and loss make me feel.R23. To recognise the ways in which they are the same and different to others R25. To know how to talk about and share their opinions on things that matter to thes and edd forentR7. To learn about how to recognise when they or someone else feels lonely and what to do R21. To learn about 



name-calling, bullying	L4. To learn about the	H13. To learn how	manage when finding	can do to manage big	keeping trying until
and deliberately	different groups they	feelings can affect	things difficult	feelings, to help calm	they are heard
excluding others is not	belong to	people's bodies and	<b>L14.</b> To know that	themselves down	H1. To learn about
acceptable; how to	L5. To learn about the	how they behave <b>H17</b> .	everyone has different	and/or change their	what keeping healthy
report bullying; the	different roles and	To learn about things	strengths <b>L15.</b> To know	mood when they don't	means; different ways
importance of telling a	responsibilities people	that help people feel	that jobs help people to	feel good	to keep healthy H2. To
trusted adult <b>R21.</b> To	have in their	good (e.g. playing	earn money to pay for	H19. To recognise	learn about foods that
learn about what is	community	outside, doing things	things	when they need help	support good health
kind and unkind	L6. To recognise the	they enjoy, spending	L16. To know the	with feelings; that it is	and the risks of eating
behaviour, and how	ways they are the same		different jobs that	important to ask for	too much sugar
this can affect others	as, and different to,	getting enough sleep)	people they know or	help with feelings; and	H3. To learn about how
R22. To learn about	other people	H18. To know the	people who work in the	how to ask for it	physical activity helps
how to treat		different things they	community do <b>L17.</b> To	H20. To learn about	us to stay healthy; and
themselves and others		can do to manage big	learn about some of	change and loss	ways to be physically
with respect; how to be		feelings, to help calm	the strengths and	(including death); to	active everyday H4. To
polite and courteous		themselves down	interests	identify feelings	learn about why sleep
R23. To recognise the		and/or change their		associated with this; to	is important and
ways in which they are		mood when they don't		recognise what helps	different ways to rest
the same and different		feel good		people to feel better	and relax
to others <b>R24.</b> To		H19. To recognise		H21. To recognise what	H5. To know simple
understand how to		when they need help		makes them special	hygiene routines that
listen to other people		with feelings; that it is		H22. To recognise the	can stop germs from
and play and work		important to ask for		ways in which we are	spreading
cooperatively		help with feelings; and		all unique	H6. To understand that
H23. To identify what		how to ask for it		H23. To identify what	medicines (including
they are good at, what		H23. To identify what		they are good at, what	vaccinations and
they like and dislike		they are good at, what		they like and dislike	immunisations and
L4. To learn about the		they like and dislike			those that support
different groups they		H24. To learn how to			allergic reactions) can
belong to		manage when finding			help people to stay
		things difficult			healthy
		_			H7. To learn about
					dental care and visiting
					the dentist; how to
					brush teeth correctly;



			food and drink that
			support dental health
			H8. To know how to
			keep safe in the sun
			and protect skin from
			sun damage
			H9. To learn about
			different ways to learn
			and play; recognising
			the importance of
			knowing when to take a
			break from time online
			or TV <b>H10.</b> To learn
			about the people who
			help us to stay
			physically healthy
			H13. To learn how
			feelings can affect
			people's bodies and
			how they behave
			H14. To learn how to
			recognise what others
			might be feeling
			someone <b>H15.</b> To
			recognise that not
			everyone feels the
			same at the same time,
			or feels the same about
			the same things
			H16. To learn about
			ways of sharing
			feelings; a range of
			words to describe
			feelings
			H18. To understand
			different things they
1	1	I	and che things they



		can do to manage big
		feelings, to help calm
		themselves down
		and/or change their
		mood when they don't
		feel good
		H19. To recognise
		when they need help
		with feelings; that it is
		important to ask for
		help with feelings; and
		how to ask for it about
		how to respond if
		physical contact makes
		them feel
		uncomfortable or
		unsafe
		H29. To recognise risk
		in simple everyday
		situations and what
		action to take to
		minimise harm
		H31. To understand
		that household
		products (including
		medicines) can be
		harmful if not used
		correctly
		H37. To learn about
		things that people can
		put into their body or
		on their skin; how
		these can affect how
		people feel
1		



Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Negative, positive,	United Kingdom, proud,	Lonely, shocked,	Goal, job, achievement,	Worried, happiness,	surprise, touch, treat,
cooperative, together,	respect, responsibility,	thankful, upset,	future, money	sadness, feelings, sad	uncomfortable,
share, manners,	neighborhood, same,	annoyed, calm,		angry, calm, breathing	unhealthy, unsafe,
respect, teasing,	different, right, wrong,	confused, frightened,			illness, dirty, clean,
thoughtful, kind,	belong	surprised			germs, medicine,
unkind					consent, disease
Links across the	Links across the	Links across the	Links across the	Links across the	Links across the
National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum

English:

#### Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Computing:	Science:
Use technology safely	identify, name, draw
and respectfully,	and label the basic
keeping personal	parts of the human
information private;	body and say which
identify where to go for	part of the body is associated with each
help and support when	sense.
they have concerns	
about content or	



contact on the internet			
or other online			
technologies.			



Year 2						
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term	
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing	
VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.	One World – how people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.	Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.	Money Matters – where money comes from and how it is used.	Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.	Growing Up – the human body; how we grow and change, both physically and emotionally.	
Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	
I can talk about the	I can explore family life	I know how to stay safe	I can explain the	I can talk about ways in	I can name the main	
very important people	in different countries	and who can help if I	different forms money	which the Internet is	parts of boys' and girls'	
in my life and explain	and say how it is the	feel unsafe.	comes in.	useful.	bodies.	
why they are special.	same as mine and how	I know how to stay safe	I can explain where	I know how to balance	I understand how to	
I can describe why	it is different.	at home.	money comes from.	screen time with other	respect my own and	
families are important.	I can discuss homes	I know how to stay safe	I can explain how to	activities and	other people's bodies.	
I can describe what	and home life from	when I am out and	keep money safe and	understand why this is	I understand that we	
makes someone a good	around the world and	about.	why this is important	important.	are all different and	
friend.	say how they are the	I can keep myself safe	I can explain choices I	I know how to stay safe	different people like	
I can describe ways to	same as mine and how	in different situations	have about spending	online.	different things.	
help resolve arguments	they are different.	with people I don't	money and why it is	I can explain why we	I can talk about my	
and disagreements	I can explain what it is	know.	important to keep track	keep personal	family and others'	
without being unkind.	like to go to school in	I know what I can share	of what I spend.	information private.	families.	
I can cooperate with	other countries and say	and what I should keep	I can explain the	I know how to	I can describe how I will	
others to achieve a	how it is the same as or	private to keep myself	difference between	communicate online in	change as I get older.	
task.	different from my	and others safe.	things we want and	ways that show	I can describe things	
I can describe how I can	school.	I know who to go to if I	things we need.	kindness and respect.	that might change in a	
show my special people	I can explore places	need help.			person's life and how it	
that I care about them	where people live				might make them feel.	



and I understand why	which are different	<b>R13.</b> To recognise that	I can explain what	I understand that not	
this is important.	from where I live.	some things are private	happens when we go	everything on the	R3. about different
	I can think about how	and the importance of	shopping.	Internet is true.	types of families
R1. To learn about the	people use things from	respecting privacy; that			including those that
roles different people	the Earth and what	parts of their body	L10. To understand	<b>R10.</b> To know that	may be different to
(e.g. acquaintances,	problems this can	covered by underwear	what money is; forms	bodies and feelings can	their own
friends and relatives)	cause.	are private	that money comes in;	be hurt by words and	<b>R4.</b> to identify common
play in our lives	I can say why it is	<b>R14.</b> To know that	that money comes	actions; that people	features of family life
<b>R2.</b> To identify the	important to care for	sometimes people may	from different sources	can say hurtful things	<b>R5.</b> that it is important
people who love and	the Earth and identify	behave differently		online <b>R11.</b> To learn	to tell someone (such
care for them and what	how I can help protect	online, including by	L11. To know that	about how people may	as their teacher) if
they do to help them	it.	pretending to be	people make different	feel if they experience	something about their
feel cared for <b>R3.</b> To		someone they are not	choices about how to	hurtful behaviour or	family makes them
learn about different	R3. To learn about	R15. To know how to	save and spend money	bullying	unhappy or worried
types of families	different types of	respond safely to	L12. To learn about the	R12. To know that	<b>R13.</b> to recognise that
including those that	families including those	adults they don't know	difference between	hurtful behaviour	some things are private
may be different to	that may be different	<b>R16.</b> To learn about	needs and wants; that	(offline and online)	and the importance of
their own	to their own	how to respond if	sometimes people may	including teasing,	respecting privacy; that
<b>R4.</b> To identify	R4. To identify	physical contact makes	not always be able to	name-calling, bullying	parts of their body
common features of	common features of	them feel	have the things they	and deliberately	covered by underwear
family life	family life	uncomfortable or	want L13. To know that	excluding others is not	are private
<b>R5.</b> To know that it is	H2. To identify the	unsafe	money needs to be	acceptable; how to	R16. about how to
important to tell	people who love and	R18. To learn about the	looked after; different	report bullying; the	respond if physical
someone (such as their	care for them and what	importance of not	ways of doing this	importance of telling a	contact makes them
teacher) if something	they do to help them	keeping adults' secrets	L15. To know that jobs	trusted adult <b>R14.</b> To	feel uncomfortable or
about their family	feel cared for	(only happy surprises	help people to earn	know that sometimes	unsafe
makes them unhappy	L1. To learn about what	that others will find out	money to pay for things	people may behave	<b>R19.</b> basic techniques
or worried	rules are, why they are	about eventually)	L16. To learn about the	differently online,	for resisting pressure to
R6. To learn about how	needed, and why	R19. To know basic	different jobs that	including by pretending	do something they
people make friends	different rules are	techniques for resisting	people they know or	to be someone they are	don't want to do and
and what makes a good	needed for different	pressure to do	people who work in the	not	which may make them
friendship	situations L2. To know	something they don't	community do	R15. To understand	unsafe
R7. To learn about how	how people and other	want to do and which		how to respond safely	R20. what to do if they
to recognise when they	living things have	may make them unsafe		to adults they don't	feel unsafe or worried
or someone else feels	different needs; about	<b>R20.</b> To know what to		, know	for themselves or
lonely and what to do		do if they feel unsafe or			others; who to ask for



R8. To know simple	the responsibilities of	worried for themselves	H28. To learn about	help and vocabulary to
strategies to resolve	caring for them	or others; who to ask	rules and age	use when asking for
arguments between	L3. To learn about	for help and vocabulary	restrictions that keep	help; importance of
friends positively	things they can do to	to use when asking for	us safe	keeping trying until
<b>R9.</b> To understand how	help look after their	help; importance of	H34. To know basic	they are heard
to ask for help if a	environment	keeping trying until	rules to keep safe	
friendship is making	L6. To recognise the	they are heard	online, including what	
them feel unhappy	ways they are the same	H8. To know how to	is meant by personal	
R10. To learn that	as, and different to,	keep safe in the sun	information and what	
bodies and feelings can	other people	and protect skin from	should	
be hurt by words and		sun damage	be kept private; the	
actions; that people		H28. about rules and	importance of telling a	
can say hurtful things		age restrictions that	trusted adult if they	
online <b>R11.</b> To learn		keep us safe	come across something	
about how people may		H29. To recognise risk	that scares them L7. To	
feel if they experience		in simple everyday	learn about how the	
hurtful behaviour or		situations and what	internet and digital	
bullying		action to take to	devices can be used	
R12. To know that		minimise harm	safely to find things out	
hurtful behaviour		H30. To learn about	and to communicate	
(offline and online)		how to keep safe at	with others L8. To learn	
including teasing,		home (including around	about the role of the	
name-calling, bullying		electrical appliances)	internet in everyday life	
and deliberately		and fire safety (e.g. not	L9. To know that not all	
excluding others is not		playing with matches	information seen	
acceptable; how to		and lighters) <b>H31.</b> To	online is true	
report bullying; the		know that household		
importance of telling a		products (including		
trusted adult <b>R16.</b> To		medicines) can be		
learn about how to		harmful if not used		
respond if physical		correctly		
contact makes them		H32. To know ways to		
feel uncomfortable or		keep safe in familiar		
unsafe		and unfamiliar		
R21. To learn about		environments (e.g.		
what is kind and unkind		beach, shopping		



	1				
behaviour, and how		centre, park, swimming			
this can affect others		pool, on the street) and			
R24. To understand		how to cross the road			
how to listen to other		safely			
people and play and		H33. To learn about the			
work cooperatively		people whose job it is			
R25. To know how to		to help keep us safe			
talk about and share		H35. To learn about			
their opinions on things		what to do if there is an			
that matter to them		accident and someone			
H14. To know how to		is hurt			
recognise what others		H36. To know how to			
might be feeling		get help in an			
H16. To learn about		emergency (how to dial			
ways of sharing		999 and what to say)			
feelings; a range of					
words to describe					
feelings					
H23. To identify what					
they are good at, what					
they like and dislike					
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
achieve, caring,	affect, care, choice,	Key Vocabulary 999,	bank, bank account,	access, activity,	adulthood, advice,
choices, conflict,	difference, earth,	burn, chemicals, choke,	buy, choice, coins,	address, apps,	carers, caring, change,
cooperate,	environment,	danger, e-Safety,	community,	comfortable, talk	childhood,
cooperation,	environmental, family	emergency, emergency	contactless, credit card,	connected, device,	comfortable, consent,
disagreement, family,	life, happy, harm, help,	services, fall, fire, harm,	electronic, goods,	download, electronic,	coping, curious,
friend, friendship,	home, important,	hazard, help, hurt,	important, job, track,	emoji, fact, fake,	develop, differences,
group, happy, healthy,	learn, love, natural,	Internet, liquids,	list, money, need,	healthy, helpful,	difficult, emotions,
help, important, kind,	needs, people, planet,	medicines, online,	notes, offer, payment,	hobbies, information,	female, genitals,
listen, love, making up,	problem, protect,	poisonous, protect, rail,	piggy bank,	interests, Internet, lie,	grandparents,
need, positive, safe,	resources, right, safe,	risk, road, rules, safe,	possessions, price,	message, messaging,	independence, love,
share, skills, solve, sort,	same, school, similarity,	sharp, stranger, safer	purse, receipt, record,	network, news, offline,	male, opportunities,
special, support, talk,	special people, trust,	stranger, tablets,	role, safe, salary, save,	online, password,	parents, penis, respect,
team, thoughtful, time,	world	traffic, trip, trusted	shopping, spend, value,	personal information,	responsibility, rules,
trust, trusted adult				picture message,	safe, siblings,



		adult, uniform, unsafe, water	wages, wallet, want, work	pretend, private, screen time, sleep, trusted adult, uncomfortable, video call	similarities, testicles, touch, trusted adult, uncomfortable, unique, vagina, vulva, worried
Links across the National Curriculum	Links across the National Curriculum	Links across the National Curriculum	Links across the National Curriculum	Links across the National Curriculum	Links across the National Curriculum
<ul> <li>ask relevant qui articulate and j give well-struct</li> <li>maintain atten</li> <li>use spoken lan</li> <li>speak audibly a</li> <li>participate in d</li> <li>gain, maintain</li> <li>consider and ev</li> </ul>	ond appropriately to adult estions to extend their un ustify answers, arguments ured descriptions, explana tion and participate active guage to develop understa and fluently with an increa iscussions, presentations, and monitor the interest o	derstanding and knowledges and opinions ations and narratives for di ely in collaborative convers anding through speculating using command of Standard performances, role play/in of the listener(s) ts, attending to and building	ifferent purposes, includi ations, staying on topic a g, hypothesising, imaginir d English mprovisations and debate	nd initiating and respondin og and exploring ideas	g to comments
				Computing: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet	Science: notice that animals, including humans, have offspring which grow into adults describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene



		or other online	
		technologies.	



Year 3						
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term	
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing	
TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.	Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.	Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.	Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.	Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.	It's My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances. (The FGM part of lesson <u>1 will be covered in</u> Year 6 RSE)	
Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	
I can talk about	I can describe what it is	I understand that	I can identify	I can say the things	I can choose what	
changes and how they	like to live in the British	having a positive	achievements and	about myself that I am	happens to my body and	
might make me feel.	Isles.	attitude is good for our	suggest how my actions	proud of	I can get help with any	
I can explain how and	I can talk about what	mental health.	can help me to achieve.	I can identify the	concerns	
why we should work	democracy is and	I can recognise and	I can identify personal	feelings I have and	I know how to keep my	
well as a team.	understand why it is	manage positive and	goals and suggest	describe how different	body healthy.	
I can describe how my	important.	negative thoughts	actions that I can take	emotions feel	I know why it is	
actions and behaviour	I can talk about what	effectively.	to achieve them.	I can describe different	important to get enough	
affect my team	rules and laws are and	I understand that some	I can explain how a	ways to cope with any	sleep.	
I can pay attention to	identify how they help	changes can be difficult	positive learning	uncomfortable feelings	I understand the	
and respond	us.	but that there are	attitude can help me to	I may have and	importance of hygiene	
considerately to others.	I can talk about what	things we can do to	learn new things.	understand why this is	and what to do if I feel	
I can describe why	liberty means and I can	cope.	I can identify the skills	important.	unwell.	
disputes might happen	identify the rights of	I can use mindfulness	and attributes needed	I know how to be	I know how to take	
and strategies to	British people.	techniques to keep	to do certain jobs.	assertive	medicine safely and	
resolve them.		calm.	I understand that we	I can explore messages	keep safe around drugs.	
			should all have equal	given by the media and		



I can talk about my	I can describe a diverse	I can identify	opportunities to follow	decide if they are	I know how to make
responsibilities towards	society and talk about	uncomfortable	our career ambitions	helpful or harmful.	better choices and
my team	why it is important.	emotions and manage	I can discuss what job I	I can identify different	choose healthy habits.
,	I can explain what	them effectively.	might like to do when I	strategies I can use if I	,
H18 To learn about	being British means to	I can apply a positive	grow up and what skills	make a mistake.	
everyday things that	me and to others.	attitude towards	I will need to achieve		(H1) To learn about the
affect feelings and the		learning and take on	this.	(H17) To learn about	elements of a balanced,
importance of	H25 To learn about	new challenges.		everyday things that	healthy lifestyle (H2)
expressing feelings	personal identity; what		H27 To recognise their	affect feelings and the	To learn about choices
To use a varied	contributes to who we	H3 To learn about	individuality and	importance of	that support a healthy
vocabulary when	are (e.g. ethnicity,	choices that support a	personal qualities	expressing feelings	lifestyle, and recognise
talking about feelings;	family, gender, faith,	healthy lifestyle, and	H28 To learn to identify	(H18)	what might influence
about how to express	culture, hobbies,	recognise what might	personal strengths,	To use a varied	these (H3) To learn how
feelings in different	likes/dislikes)	influence these	skills and achievements	vocabulary when	to recognise that habits
ways	R21 To learn about	H15 To learn how to	and how these	talking about feelings;	can have both positive
H19.To learn problem-	discrimination: what it	recognise that habits	contribute to a sense of	about how to express	and negative effects on
solving strategies for	means and how to	can have both positive	self-worth	feelings in different	a healthy lifestyle (H4)
dealing with emotions,	challenge it	and negative effects on	H29 To learn about	ways (H19) To learn	To understand about
challenges and change,	<b>R31</b> To recognise the	a healthy lifestyle	how to manage	strategies to respond to	what good physical
including the transition	importance of self-	H19 To learn that	setbacks/perceived	feelings, including	health means; how to
to new schools	respect and how this	mental health, just like	failures, including how	intense or conflicting	recognise early signs of
H24 To learn strategies	can affect their	physical health, is part	to re-frame unhelpful	feelings; how to	physical illness (H5)
to manage transitions	thoughts and feelings	of daily life; the	thinking	manage and respond to	To learn about what
between classes and	about themselves; that	importance of taking	L9 To understand	feelings appropriately	constitutes a healthy
key stages	everyone, including	care of mental health	stereotypes; how they	and proportionately in	, diet; how to plan
H36. To understand	them, should expect to	H16 To learn about	can negatively	different situations	healthy meals;
what constitutes a	be treated politely and	strategies and	influence behaviors and	(H20)	choice; that people may
positive healthy	with respect by others	behaviors that support	attitudes towards	To learn about change	choose to do voluntary
, friendship (e.g. mutual	(including when online	mental health —	others; strategies for	and loss, including	work which is unpaid
respect, trust,	and/or anonymous) in	including how good	challenging stereotypes	death, and how these	(L29)
truthfulness, loyalty,	school and in wider	quality sleep, physical	L25 To recognise	can affect feelings;	To learn about some of
kindness, generosity,	society; strategies to	exercise/time	positive things about	ways of expressing and	the skills that will help
sharing interests and	improve or support	outdoors, being	themselves and their	, managing grief and	them in their future
experiences, support	courteous, respectful	involved in community	achievements; set goals	bereavement (H23) To	careers e.g. teamwork,
with	relationships	, groups, doing things for	to help achieve	learn problem-solving	communication and
	•	others, clubs, and	personal outcomes	strategies for dealing	negotiation (L30)



problems and	R32 To learn about	activities, hobbies and	L29 To learn that some	with emotions,	To recognise a variety of
difficulties); that the	respecting the	spending time with	jobs are paid more than	challenges and change;	routes into careers (e.g.
same principles apply	differences and	family and friends can	others and money is	including the transition	college, apprenticeship,
to online friendships as	similarities between	support mental health	one factor which may	to new schools (H24)	university) (L32)
to face-to-face	people and recognising	and wellbeing	influence a person's job	To learn about personal	To learn that there is a
relationships	what they have in	H17 To recognise that	or career choice; that	identity; what	broad range of different
R11 To learn the	common with others	feelings can change	people may choose to	contributes to who we	jobs/careers that people
importance of seeking	e.g. physically, in	over time and range in	do voluntary work	are (e.g. ethnicity,	can have; that people
support if feeling lonely	personality or	intensity	which is unpaid	family, gender, faith,	often have more than
or excluded	background	H18 To learn about	L30 To learn about	culture, hobbies,	one career/type of job
R13 To learn that	R33 To listen and	everyday things that	some of the skills that	likes/dislikes) (H25) To	during their life (L26) To
friendships have ups	respond respectfully to	affect feelings and the	will help them in their	learn that for some	learn about stereotypes
and downs; strategies	a wide range of people,	importance of	future careers e.g.	people gender identity	in the workplace and
to resolve disputes and	including those whose	expressing feelings	teamwork,	does not correspond	that a person's career
reconcile differences	traditions, beliefs and	H19 To use a varied	communication and	with their biological sex	aspirations should not
positively and safely	lifestyle are different to	vocabulary when	negotiation	(H26)	be limited by them (L27
R17 To understand that	their own	talking about feelings;	L32 To recognise a	To recognise their	To learn about what
personal behaviour can	R34 To learn how to	about how to express	variety of routes into	individuality and	might influence people's
affect other people; to	discuss and debate	feelings in different	careers (e.g. college,	personal qualities (H27)	decisions about a job or
recognise and model	topical issues, respect	ways	apprenticeship,	To learn to identify	career (e.g. personal
respectful behaviour	other people's point of	H20 To learn strategies	university)	personal strengths,	interests and values,
online	view and constructively	to respond to feelings,	L26 To learn that there	skills, achievements	family connections to
R30 To learn the	challenge those they	including intense or	is a broad range of	and interests and how	certain trades or
importance of having	disagree with	conflicting feelings;	different jobs/careers	these contribute to a	businesses, strengths
compassion towards	L1 To recognise reasons	how to manage and	that people can have;	sense of self-worth.	and qualities, ways in
others; shared	for rules and laws;	respond to feelings	that people often have	(H28)	which stereotypical
responsibilities we all	consequences of not	appropriately and	more than one	To learn about how to	assumptions can deter
have for caring for	adhering to rules and	proportionately in	career/type of job	manage	people from aspiring to
other people and living	laws	different situations	during their life	setbacks/perceived	certain jobs) (L28)
things; how to show	L2 To recognise there	H21 To recognise the	L27 To learn about	failures, including how	
care and concern for	are human rights, that	warning signs about	stereotypes in the	to re-frame unhelpful	
others	are there to protect	mental health and	workplace and that a	thinking (H29)	
L4 To learn about the	everyone L3 To learn	wellbeing and how to	person's career	To learn the	
different groups that	about the relationship	seek support for	aspirations should not	importance of seeking	
make up their	between rights and	themselves and others	be limited by them	support if feeling lonely	
	responsibilities			or excluded	



community; what living		H22 To recognise that	L28 To learn about	R13	
in a community means	L4 To learn the	anyone can experience	what might influence	To learn strategies for	
L30. To learn about	importance of having	mental ill health; that	people's decisions	recognising and	
some of the skills that	compassion towards	most difficulties can be	about a job or career	managing peer	
will help them in their	others; shared	resolved with help and	(e.g. personal interests	influence and a desire	
future careers e.g.	responsibilities we all	support; and that it is	and values, family	for peer approval in	
teamwork,	have for caring for	important to discuss	connections to certain	friendships; to	
communication and	other people and living	feelings with a trusted	trades or businesses,	recognise the effect of	
negotiation	things; how to show	adult H23 To learn	strengths and qualities,	online actions on	
C	care and concern for	about change and loss,	ways in which	others (R15)	
	others	including death, and	stereotypical	To learn how to	
	L6 To learn about the	how these can affect	assumptions can deter	recognise pressure	
	different groups that	feelings; ways of	people from aspiring to	from others to do	
	make up their	expressing and	certain jobs)	something unsafe or	
	community; what living	managing grief and		that makes them feel	
	in a community means	bereavement		uncomfortable and	
		H24 To learn problem-		strategies for managing	
		solving strategies for		this (R28) To learn	
		dealing with emotions,		where to get advice	
		challenges and change,		and report concerns if	
		including the transition		worried about their	
		to new schools		own or someone else's	
		H28 To identify		personal safety	
		personal strengths,		(including online) (R29)	
		skills, achievements		To recognise that	
		and interests and how		personal behaviour can	
		these contribute to a		affect other people; to	
		sense of self-worth		recognise and model	
		To learn how to		respectful behavior	
		manage		online (R30)	
		setbacks/perceived		To recognise the	
		failures, including how		importance of self-	
		to re-frame unhelpful		respect and how this	
		thinking. <b>R13</b> To learn		can affect their	
		the importance of		thoughts and feelings	
		seeking support if		about themselves; that	



feeling lonely or	everyone, including
excluded	them, should expect to
	be treated politely and
	with respect by others
	(including when online
	and/or anonymous) in
	school and in wider
	society; strategies to
	improve or support
	courteous, respectful
	relationships (R31) To
	learn the importance of
	having compassion
	towards others; shared
	responsibilities we all
	have for caring for
	other people and living
	things; how to show
	care and concern for
	others (L4)
	To recognise ways in
	which the internet and
	social media can be
	used both positively
	and negatively (L11)
	To learn about how
	text and images in the
	media and on social
	media can be
	manipulated or
	invented; strategies to
	evaluate the reliability
	of sources and identify
	misinformation (L16)



Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
anxious, attitude,	asylum, belief, British	anger, attitude, calm,	accomplish,	achievements,	alcohol, allergies, body,
behaviour, body	Isles, identities,	challenges, change,	achievements, actions,	aggressive, apologising,	choice, concerns,
language, butterflies,	celebrate, citizens,	control, coping,	aims, accomplish,	assertive, biological,	consequences, contact,
change,	community, cultures,	dopamine, emotions	ambitions, attitude,	change, coping,	dangerous, deprivation,
communication,	customs, declaration,	(comfortable and	attributes, behavior,	compassion,	diet, disease,
conflict, considerate,	democracy,	uncomfortable)	build, career, choice,	consequences,	disorientated, drugs,
disagreement,	differences,	endorphins, exercise,	determination, effort,	differences, emotions,	emergency, exercise,
disputes, emotions,	discrimination,	fairness, goals, grief,	equal, goals, growth	facial expressions,	fitness, habits,
enthusiastic, excited,	diversity, empathy,	happiness, honesty,	mindset, improve,	feelings (comfortable	hallucinate, heal,
experiences, facial	enforce, ethnicity,	isolated, learning,	influence, inspire,	and uncomfortable),	healthy, hygiene, illegal,
expressions, feelings	equality, freedom,	lonely, meditating,	learning, obstacles,	female, gender,	illness, immune,
(good, not-so-good,	governments, grow,	mental health,	opportunities	identify, identity,	infection, legal,
mixed), friends,	human rights, laws,	mindfulness, mistakes,	persevere, positive,	influence, kindness,	medicine, mind,
individuals, mindset,	learn, liberty,	oxytocin, positive	pride, progress,	male, media, mistakes,	nicotine, paranoid,
motivation, new start,	multicultural,	thinking, relax, rest,	resilience, skills, steps,	passive, pride, reality,	private, problem, public,
problems, resilience,	nationality, parliament,	senses, serotonin,	strengthen,	sex, special, strategies,	quality, risks, routines,
responsibilities, ripple	politicians, possessions,	sleep, superhero,	stereotypes, strive,	understanding, unique,	safe, sleep, touch, view
effect routine, rules,	privacy, prejudice,	thoughts (positive and	success, targets	difference	
scared, sharing,	protect, religions,	negative), unique,	-		
teacher, team,	respect,	worry			
teammates, teamwork,	responsibilities, rights,				
turn-taking, unsettled,	rules, safe, society,				
uncomfortable	stereotypes, tolerance,				
	torture, traditions,				
	understanding, United				
	Nations, values				
Links across the	Links across the	Links across the	Links across the	Links across the	Links across the
	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum

English:

**Speaking:** Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions



- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

		Computing:	Science:
		use technology safely,	identify that animals,
		respectfully and	including humans, need
		responsibly; recognise	the right types and
		acceptable/unacceptab	amount of nutrition, and
		le behavior; identify a	that they cannot make
		range of ways to report concerns about content	their own food; they get
		and contact.	nutrition from what
		use technology safely,	they eat
		respectfully and	identify that humans
			and some other animals
	I	responsibly	have skeletons and
			muscles for support,
			protection and
			movement.



hristmas Term iving in The Wider World he World – how ople's life periences and portunities differ roughout the world d that our actions h have both positive	Winter Term Health and Wellbeing Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid,	Spring Term Living in The Wider World Money Matters – where money comes from and how it is used.	Whitsun Term Relationships Digital Wellbeing – what we use the	Summer Term Health and Wellbeing Growing Up – the human body; how we
World ne World – how ople's life periences and portunities differ roughout the world d that our actions	Safety First – taking responsibility for their own safety. Everyday risks, hazards and	World Money Matters – where money comes from and	Digital Wellbeing – what we use the	Growing Up – the
ople's life periences and portunities differ roughout the world d that our actions	responsibility for their own safety. Everyday risks, hazards and	money comes from and	what we use the	<b>—</b> •
d harmful effects on ople living in ferent countries.	dealing with common injuries and responding to emergency situations.		internet for and the benefits and risks of online activities.	grow and change, both physically and emotionally.
quence: an discuss ways in hich people's lives are nilar and different d give reasons for ese differences. an explore ferences of opinion d identify if I feel ese are fair. an think about the es of people living in her places, make nsidered decisions d give reasons for my inions. an recognise how my	Sequence: I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly. I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about I know about dangerous substances and how they affect the human body	Sequence: I can explain what skills are needed for a range of jobs and why people go to work. I can explain the different ways people pay for things I can discuss financial risk and borrowing and explain some consequences of this I understand the different decisions people have to make about how to spend their money	Sequence: I can identify the positives and negatives of being online. I can be kind online and I can help make the Internet a safer place. I know how to stay safe when communicating online and what to do if I don't feel safe. I can decide how reliable online information is and	Sequence: I can describe male and female body parts and explain what these are for; I can describe how boys' bodies will change as they go through puberty; I can describe how girls' bodies will change as they go through puberty; I can describe the feelings that some people experience as they grow up; I understand that there
d opfe	harmful effects on ple living in crent countries. uence: discuss ways in ch people's lives are lar and different give reasons for e differences. explore erences of opinion identify if I feel e are fair. think about the of people living in er places, make sidered decisions give reasons for my ions.	harmful effects on ple living in errent countries.responding to emergency situations.uence: a discuss ways in ch people's lives are lar and different give reasons for e differences.Sequence: I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly.e differences. e exploreI can identify a risky situation and act responsibly.erences of opinion identify if I feel e are fair. n think about the of people living in er places, make sidered decisions inons.I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about I know about dangerous substances and how they affect the human body	harmful effects on ple living in errent countries.responding to emergency situations.uence: a discuss ways in ch people's lives are lar and different give reasons for e edifferences.Sequence: I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly.I can explain what skills are needed for a range of jobs and why people go to work.e explore e erences of opinion identify if I feel e are fair.I understand that I can choose not to do something that makes me feel uncomfortable.I can discuss financial risk and borrowing and explain some consequences of this I know how to stay safe when out and about I know aboutresponsibly.I know how to stay safe of people living in give reasons for my ions.I know how to stay safe when out and about I know aboutresponse of this I understand that I can choose not to do something that makes me feel uncomfortable.I can discuss financial risk and borrowing and explain some consequences of this I understand the different decisions people have to make about how to spend their money I can explain how	harmful effects on ple living in erent countries.responding to emergency situations.Sequence:uence: in discuss ways in ch people's lives are lar and different give reasons for e differences.Sequence: I can be responsible for making good choices to stay safe and healthy I can identify a risky situation and act responsibly.Sequence: I can explain what skills are needed for a range of jobs and why people go to work.I can identify the positives and negatives of being online.e differences. e explore responsibly.I understand that I can choose not to do something that makes me feel uncomfortable.I can explain the different ways people pay for things I can discuss financial risk and borrowing and explain some consequences of this I understand the I know how to stay safe when out and about I know about diagerous substances and how they affect the human bodyI know how to stay safe.I know how to sharei recognise how my ons impact onI can explain howI can explain howI can decide how reliable online



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To recognise that there	different countries and	I know how to respond	our spending and why	information	types of relationships
are different types of	can identify things I can	in emergency	they do this	responsibly online.	and families;
relationships (e.g.	do to make the world a	situations.	l can explain ways I can	I can identify things	I can describe how
friendships, family	fairer place.		keep track of what I	we shouldn't share	babies are made and
relationships, romantic	l can explain what	To learn about the new	spend and why it is	online and give	how they are born.
relationships, online	climate change is and	opportunities and	important to do this	reasons why we	
relationships) (R1) To	how it affects people's	responsibilities that		shouldn't share them.	To recognise that
learn that a feature of	lives as well as identify	increasing	To learn about the	I understand how	feelings can change
positive family life is	what I can do to help.	independence may	different ways to pay for	technology can affect	over time and range in
caring relationships;	I can identify different	bring (H35)	things and the choices	our wellbeing in	intensity (H17)
about the different	organisations that help	To understand reasons	people have about this	different ways.	To learn about
ways in which people	people in different	for following and	(L17)		everyday things that
care for one another	countries who are in	complying with	To recognise that people	To learn about the	affect feelings and the
(R6) To recognise other	challenging situations	regulations and	have different attitudes	benefits or the	importance of
shared characteristics	and can explain how	restrictions (including	towards saving and	internet; the	expressing feelings
of healthy family life,	they do this	age restrictions); how	spending money; what	importance of	(H18)
including commitment,	,	they promote personal	influences people's	balancing time online	To learn a varied
care, spending time	To learn about	safety and wellbeing	decisions; what makes	with other activities;	vocabulary to use when
together; being there	respecting the	with reference to social	something 'good value	strategies for	talking about feelings;
for each other in times	difference and	media, television	for money' (L18) To	managing time online	about how to express
of difficulty (R8)	similarities between	programmes, films,	understand that	(H13)	feelings in different
To learn how to	people and recognising	games and online	people's spending	To learn reasons for	ways (H19)
recognise if family	what they have in	gaming (H37)	decisions can affect	following and	To learn strategies to
relationships are	common with others	To learn how to	others and the	complying with	respond to feelings,
making them feel	e.g. physically, in	predict, assess and	environment (e.g. fair	regulations and	including intense or
unhappy or unsafe, and	personality or	manage risk in different	trade, buying singleuse	restrictions (including	conflicting feelings;
how to seek help or	background (R32)	situations (H38)	plastics, or giving to	age); how they	how to manage and
advice (R9)	To learn how to discuss	To learn about hazards	charity) (L19) To	promote personal	respond to feelings
To understand the	and debate topical	(including fire risks)	recognise that people	safety and wellbeing,	appropriately and
importance of	issues, respect other	that may cause harm,	make spending decisions	with reference to	proportionately in
friendships; strategies	people's point of view	injury or risk in the	based on priorities,	social media,	different situations
for building positive	and constructively	home and what they	needs and wants (L20)	television	(H20)
friendships; how	challenge those they	can do to reduce risks	To learn different ways	programmes, films,	To learn that for some
positive friendships	disagree with <b>(R34)</b> To	and keep safe (H39)	to keep track of money	games and online	people gender identity
support wellbeing	recognise there are	To learn about the	(L21) To learn about	gaming (H37)	does not correspond
(R10)	human rights, that are	importance of taking	risks associated with	ganning (1157)	ubes not correspond
(010)	numan ngnts, that dre	importance of taking	IISKS ASSOCIATED WITH		



To learn what	there to protect	medicines correctly and	money and ways of	To learn about the	with their biological sev
constitutes a positive	everyone (L2) To learn	using household	keeping money safe		(H26)
•		•		importance of keeping	. ,
healthy friendship (e.g.	about the relationship	products safely (H40)	(L22)	personal information	To learn to identify the
mutual respect, trust,	between rights and	To learn strategies for	To learn about the risks	private; strategies for	external genitalia and
truthfulness, loyalty,	responsibilities (L3) To	keeping safe in the	involved in gambling;	keeping safe online,	internal reproductive
kindness, generosity,	understand the	local environment or	different ways money	including how to	organs in males and
sharing interests and	importance of having	unfamiliar places (rail,	can be won or lost	manage requests for	females and how the
experiences, support	compassion towards	water, road) and	through gambling-	personal information	process of puberty
with problems and	others; shared	firework safety; safe us	related activities and	or images of	relates
difficulties); that the	responsibilities we all	of digital devices when	their impact on health,	themselves and	to human reproduction
same principles apply	have for caring for	out and about (H41)	wellbeing and future	others; what to if	(H30) To learn about
to online friendships as	other people and living	To learn about what is	aspirations (L23)	frightened or worried	the physical and
to face-to-face	things; how to show	meant by first aid; basic	To learn to identify the	by something seen or	emotional changes tha
relationships (R11) To	care and concern for	techniques for dealing	ways that money can	read online and how	happen when
learn that healthy	others <b>(L4)</b>	with common injuries	impact on people's	to report concerns,	approaching and durin
friendships make	To learn ways of	(H43)	feelings and emotions	inappropriate content	puberty (H31) To learn
people feel included;	carrying out shared	To learn how to	(L24)	and contact (H42)	about how hygiene
recognise when others	responsibilities for	respond and react in an	To learn that there is a	To recognise what it	routines change during
may feel lonely or	protecting the	emergency situation;	broad range of different	means to 'known	the time of puberty,
excluded; strategies for	environment in school	how to identify	jobs/careers that people	someone online' and	the importance of
how to include them	and at home; how	situations that may	can have; that people	how this differs from	keeping clean and how
(R14) To develop	everyday choices can	require the emergency	often have more than	knowing someone	to maintain personal
strategies for	affect the environment	services; know how to	one career/type of job	fact-to-face; risks of	hygiene (H32)
recognising and	(e.g. reducing, reusing,	contact them and what	during their life (L26) To	communicating online	To learn about the
managing peer	recycling; food choices)	to say (H44)	learn that some jobs are	with others not known	processes of
influence and a desire	(L5)	To learn about the risks	paid more than others	face-to-face (R12)	reproduction and birth
for peer approval in	To learn to value the	and effects of legal	and money is one factor	To learn strategies for	as part of the human
friendships; to	different contributions	drugs common to	which may influence a	recognising and	life cycle; how babies
recognise the effect of	that people and groups	everyday life (e.g.	person's job or career	managing peer	are conceived and bor
online actions on	make to the	cigarettes, alcohol and	choice; that people may	influence and a desire	(and that there are
others (R15)	community (L7)	medicines) and their	choose to do voluntary	for peer approval in	ways to prevent a bab
To learn how	To learn about	impact on health;	work which is unpaid	friendships; to	being made); how
friendships can change	diversity; what it	recognise that drug use	(L29)	recognise the effect of	babies need to be
over time, about	means; the benefits of	can become a habit	To identify the kind of	online actions on	cared for (H33)
making new friends	living in a diverse	which can be difficult	job they might like to do	others (R15)	To learn about where
and the benefits of	community; about	to break (H46)	job they might like to do		to get more
	community, about				to get more



having different types	valuing diversity within	To recognise that there	when they are older	To understand the	information, help and
of friends (R16)	communities (L8)	are laws surrounding	(L31)	impact of bullying,	advice about growing
To learn that	To learn about	the use of legal drugs	To recognise a variety of	including offline and	and changing,
friendships have ups	stereotypes; how they	and that some drugs	routes into careers (e.g.	online, and the	especially about
and downs; strategies	can negatively	are illegal to own, use	college, apprenticeship,	consequences of	puberty (H34) To
to resolve disputes and	influence behaviours	and give to others	university) (L32)	hurtful behaviour	recognise that there
reconcile difference	and attitudes towards	(H47)		(R19)	are different types of
positively and safely	others; strategies for	To learn about why		To learn strategies to	relationships (e.g.
(R17)	challenging stereotypes	people choose to use		respond to hurtful	friendships, family
To recognise if a	(L9)	or not use drugs		behaviour	relationships, romanti
friendship (online or	To learn that people's	(including nicotine,		experienced or	relationships, online
offline) is making them	spending decisions can	alcohol and medicines)		witnessed, offline and	relationships) (R1) To
feel unsafe or	affect others and the	(H48) To learn about		online (including	learn that people may
uncomfortable; how to	environment (e.g. Fair	the mixed messages in		teasing, name-calling,	be attracted to
manage this and ask for	trade, buying single-use	the media about drugs,		bullying, trolling,	someone emotionally,
support if necessary	plastics, or giving to	including alcohol and		harassment or the	romantically and
(R18)	charity) (L19)	smoking/vaping (H49)		deliberate excluding	sexually; that people
right to break a		To learn about the		of others); how to	may be attracted to
confidence or share a		organisations that can		report concerns and	someone of the same
secret (R27)		support people		get support (R20) To	sex or different sex to
To learn that personal		concerning alcohol,		learn about	them; that gender
behaviour can affect		tobacco and nicotine or		discrimination: what it	identity and sexual
other people; to		other drug use; people		means and how to	orientation are
recognise and model		they can talk to if they		challenge it (R21) To	different (R2)
respectful behaviour		have concerns (H50)		learn about privacy	To learn about
online (R30)		To learn how to		and personal	marriage and civil
To learn about		recognise if family		boundaries; what is	partnership as a legal
prejudice; how to		relationships are		appropriate in	declaration of
recognise		making them feel		friendships and wider	commitment made by
behaviours/actions		unhappy or unsafe, and		relationships	two adults who love
which discriminate		how to seek help or		(including online)	and care for each
against others; ways of		advice (R9)		(R22)	other, which is
responding to it if		To recognise if a		To learn about why	intended to be lifelong
witnessed or		friendship (online or		someone may behave	(R3)
experienced (L10)		offline) is making them		differently online,	To understand that
		feel unsafe or		including pretending	people who love and



uncomfortable; how to	to be someone they	care for each other can
manage this and ask for	are not; strategies for	be in a committed
support if necessary	recognising risks,	relationship (e.g.
(R18)	harmful content and	marriage), living
To learn how to	contact; how to report	together, but may also
respond safely and	concerns (R23)	live apart (R5) To
appropriately to adults	To learn how to	recognise and respect
they may encounter (in	respond safely and	that there are different
all contexts including	appropriately to	types of family
online) whom they do	adults they may	structure (including
not know (R24) To	encounter (in all	single parents, same-
learn how to recognise	contexts including	sex parents,
pressure from others to	online) whom they do	stepparents, blended
do something unsafe or	not know (R24) how	families, foster
that makes them feel	to recognise pressure	parents); that families
uncomfortable and	from others to do	of all types can give
strategies for managing	something unsafe or	family members love,
this (R28) To know	that makes them feel	security and stability
where to get advice	uncomfortable and	(R7)
and report concerns if	strategies for	To recognise other
worried about their	managing this (R28)	shared characteristics
own or someone else's	To recognise ways in	of healthy family life,
personal safety	which the internet	including commitment,
(including online) (R29)	and social media can	care, spending time
(	be used both	together; being there
	positively and	for each other in times
	negatively (L11) To	of difficulty (R8)
	learn how to assess	
	the reliability of	
	sources of information	
	online; and how to	
	make safe, reliable	
	choices from search	
	results (L12)	
	To learn about some	
	of the different ways	
	or the unterent ways	



				information and data	
				is shared and used	
				online (L13)	
				To understand how	
				information on the	
				internet is ranked,	
				selected and targeted	
				at a specific	
				individuals and	
				groups; that	
				connected devices can	
				share information	
				(L14) To recognise	
				things appropriate to	
				share and things that	
				should be shared on	
				social media; rules	
				surrounding	
				distribution of images	
				(L15)	
				To understand how	
				text and images in the	
				media and on social	
				media can be	
				manipulated or	
				invented; strategies to	
				evaluate the reliability	
				of sources and identify	
				misinformation (L16)	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
acquaintances,	asylum, belief, British	alcohol, bleeding,	adverts, balance, bank	altered text and	acne, adopted, anus,
behaviours (healthy	Isles, identities,	burns, choices, choking,	account, borrow,	images, balance,	breasts, changes, civil
and unhealthy),	celebrate, citizens,	cigarettes,	budget, candidate,	behaviours,	partnership, clitoris,
bullying, conflict,	community, cultures,	consequences, danger,	career, change, choices,	communication,	committed, crush,
consideration,	customs, declaration,	dangerous substances,	coins, consumer,	consequences,	develop, diversity,
cyberbullying,	democracy,	dare, DRABC, drugs,	contactless, cost, debit	cyberbullying, digital,	divorce, egg, emotions,



National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
Links across the	Links across the	Links across the	Links across the	Links across the	Links across the
				wellbeing, worried	
	,			truth, uncomfortable,	
	Nations, values			tricking, trolling, trust,	
	understanding, United			strangers, sources,	
	torture, traditions,			results, share,	
	stereotypes, tolerance,			rules, safety, search	DIEaks, Vuiva
	responsibilities, rights, rules, safe, society,			responsible, restrictions, risks,	uterus, vagina, voice breaks, vulva
	respect,			reliability, respect,	transgender, urethra,
	protect, religions,			private, relationships,	testosterone,
	privacy, prejudice,			pranks, pressure,	sweat, testes, testicles,
	politicians, possessions,	water aware	work	information, pledge,	parent, species, sperm,
victim, VIPs	nationality, parliament,	unfamiliar places,	savings, skills, spending,	passwords, personal	reproduction, single-
support network,	multicultural,	smart, safety, scalds,	repayments, risks,	online safety,	puberty, relationships,
secrets, sharing,	learn, liberty,	risks, road, shock,	receipt, record,	calling, offline, online,	ovaries, penis, periods,
respect, resolution,	human rights, laws,	safe, responsibilities,	profit, qualifications,	manipulated, name-	mood, oestrogen,
relationships, relatives,	governments, grow,	learn, pressure, rail	owe, pay, priorities,	kindness,	married, menstruation,
kindness, prejudice,	equality, freedom,	independence, injuries,	money, need, notes,	information, internet,	lesbian, lungs, male,
friends, friendship,	enforce, ethnicity,	harmful,	jobs, keeping track, loan,	harassment,	heart, hormones, labia,
equality, equity, family,	diversity, empathy,	hazards, helpful,	financial risk, interest,	frightened,	foetus, fostered, gay,
disputes, diversity,	discrimination,	environment, first aid,	ethical, financial gain,	devices, exclusion,	feelings, female,
discrimination,	differences,	emergency,	and credit cards, debt,	digital wellness,	erection, families,

#### English:

#### Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates



- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Computing:	Computing:	Science:
Use technology safely,	Use technology safely,	describe the changes as
respectfully, and	respectfully, and	humans develop to old
responsibly; recognise	responsibly; recognise	age.
acceptable/unacceptab	acceptable/unaccepta	
le behaviour; identify a	ble behaviour; identify	
range of ways to report	a range of ways to	
concerns about content	report concerns about	
and contact	content and contact	



Year 5						
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term	
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing	
TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.	Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.	Think Positive – understanding thoughts and emotions, both positive and negative.	Aiming High – achievements, aspirations and opportunities. Preferred learning styles, how they learn best. Challenges people face and barriers to success.	Be Yourself – everyone is an individual, important to 'be yourself'. Developing a positive view of themselves and enabled them to recognise the importance of being proud of their individuality.	It's My Body – consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.	
Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	
I can talk about the	I can talk about the	I understand the link	I can understand how	I can explain why	I know that my body	
attributes of a good team.	range of faiths and ethnicities in our nation	between thoughts, feelings and	people learn new things and achieve certain	everyone is unique and understand why	belongs to me and that I have control over	
I can accept that	and identify ways of	behaviours.	goals	this should be	what happens to it.	
people have different	showing respect to all	I understand the	I can understand that a	celebrated and	I understand why	
opinions and know that	people.	concept and impact of	helpful attitude towards	respected.	getting enough exercise	
I can politely disagree	I can explain what a	positive thinking.	learning can help us	I can explain why I	and enough sleep is	
with others and offer	community is and what	I can recognise and	succeed in life.	should share my own	important.	
my own opinion.	it means to belong to	manage uncomfortable	I can identify	thoughts and feelings	I understand how to	
I can compromise and	one.	feelings.	opportunities that may	and I know how to do	take care of my body.	
collaborate to ensure a	I can explain why and	I understand the	become available to me	this.	I understand the	
task is completed	how laws are made and	importance of making	in the future and I am	l can explore	harmful effects of using	
	identify what might	good choices		uncomfortable		



I can reflect on the	happen if laws are	I can use mindfulness	aware of how to make	feelings and	drugs, including alcohol
need to care for	broken.	techniques in my	the most of them	understand how to	and tobacco.
individuals within a	I can discuss the terms	everyday life.	I can understand that	manage them.	I understand what a
team.	democracy and human	I can apply a growth	gender, race and social	I can understand why	positive body image is.
I can identify hurtful	rights in relation to	mindset in my everyday	class do not determine	we sometimes feel shy	I can make informed
behaviour and suggest	local government.	life.	what jobs people can	or nervous and know	choices in order to look
ways I can help.	I can discuss the terms		do.	how to manage these	after my physical and
I can understand the	democracy and human	To learn about the	I can understand there	feelings.	mental health.
importance of shared	rights in relation to	elements of a balanced,	are a variety of routes	I can identify when I	
responsibilities in	national government.	healthy lifestyle (H2)	into different jobs which	might have to make	To learn how to make
helping a team to	I can investigate what	To learn about choices	may match my skills and	different choices from	informed decisions
function successfully.	charities and voluntary	that support a healthy	interests.	those around me.	about health (H1)
	groups do and how	lifestyle, and recognise	I can discuss my goals	I can explore how it	To learn about the
To learn about change	they support the	what might influence	for the future and the	feels to make a	elements of a balanced,
and loss, including	community.	these (H3) To recognise	steps I need to take to	mistake and describe	healthy lifestyle (H2)
death, and how these		that habits can have	achieve them	how I can make	To learn about choices
can affect feelings;	To learn about personal	both positive and		amends.	that support a healthy
ways of expressing and	identity; what	negative effects on a	To learn to identify		lifestyle, and recognise
managing grief and	contributes to who we	healthy lifestyle (H4)	personal strengths, skills	To learn about choices	what might influence
bereavement (H23) To	are (e.g. ethnicity	To learn that mental	and achievements and	that support a healthy	these (H3)
learn about the	family, gender, faith,	health, just like physical	how these contribute to	lifestyle, and	To recognise that
importance of	culture, hobbies,	health, is part of daily	a sense of self-worth	recognise what might	habits can have both
friendships; strategies	likes/dislikes) (H25) To	life; the importance of	(H28)	influence these (H3)	positive and negative
for building positive	learn about	taking care of mental	To recognise positive	To recognise that	effects on a healthy
friendships; how	discrimination: what it	health (H15)	things about themselves	feelings can change	lifestyle (H4)
positive friendships	means and how to	To learn about	and their achievements;	over time and range in	To learn about what
support wellbeing	challenge it (R21)	strategies and	set goals to help achieve	intensity (H17) To	good physical health
(R10)	To learn to listen and	behaviours that	personal outcomes	learn about everyday	means; how to
To understand what	respond respectfully to	support mental health	(L25)	things that affect	recognise early signs of
constitutes a positive	a wide range of people,	<ul> <li>including how good</li> </ul>	To learn that there is a	feelings and the	physical illness (H5)
healthy friendship (e.g.	including those with	quality sleep, physical	broad range of different	importance of	To learn about what
mutual respect, trust,	traditions, beliefs and	exercise/time	jobs/careers that people	expressing feelings	constitutes a healthy
truthfulness, loyalty,	lifestyle are different to	outdoors, being	can have; that people	(H18)	diet; how to plan
kindness, generosity,	their own (R33)	involved in community	often have more than	To use a varied	healthy meals; benefits
sharing interests and	To recognise reasons	, groups, doing things for	one career/type of job	vocabulary when	to health and wellbeing
experiences, support	for rules and laws;	others, clubs, and	during their life (L26) To	talking about feelings;	of eating nutritionally



with problems and	consequences of not	activities, hobbies and	learn about stereotypes	about how to express	rich foods; risks
difficulties); that the	adhering to rules and	spending time with	in the workplace and	feelings in different	associated with not
same principles apply	laws (L1)	family and friends can	that a person's career	ways (H19)	eating a healthy diet
to online friendships as	To recognise there are	support mental health	aspirations should not	To learn strategies to	including obesity and
to face-to-face	human rights, that are	and wellbeing (H16) To	be limited by them	respond to feelings,	tooth decay. (H6)
relationships (R11) To	there to protect	learn about everyday	(L27)	including intense or	To learn how regular
learn the importance of	everyone (L2) To learn	things that affect	To learn about what	conflicting feelings;	(daily/weekly) exercise
seeking support if	about the relationship	feelings and the	might influence people's	how to manage and	benefits mental and
feeling lonely or	between rights and	importance of	decisions about a job or	respond to feelings	physical health;
excluded (R13) To learn	responsibilities (L3) To	expressing feelings	career (e.g. personal	appropriately and	recognise opportunities
that healthy friendships	learn the importance of	(H18	interests and values,	proportionately in	to be physically active
make people feel	having compassion	To use a varied	family connections to	different situations	and some of the risks
included; recognise	towards others; shared	vocabulary when	certain trades or	(H20)	associated with an
when others may feel	responsibilities we all	talking about feelings;	businesses, strengths	To learn about change	inactive lifestyle (H7)
lonely or excluded;	have for caring for	about how to express	and qualities, ways in	and loss, including	To understand how
strategies for how to	other people and living	feelings in different	which stereotypical	death, and how these	sleep contributes to a
include them (R14) To	things; how to shoe	ways (H19) To learn	assumptions can deter	can affect feelings;	healthy lifestyle;
learn that friendships	care and concern for	strategies to respond to	people from aspiring to	ways of expressing	routines that support
have ups and downs;	others (L4)	feelings, including	certain jobs) (L28) To	and managing grief	good quality sleep; the
strategies to resolve	To learn ways of	intense or conflicting	understand that some	and bereavement	effects of lack of sleep
disputes and reconcile	carrying out shared	feelings, how to	jobs are paid more than	(H23) To learn to	on the body, feelings,
difference positively	responsibilities for	manage and respond to	others and money is one	identify personal	behaviour and ability to
and safely (R17)	protecting the	feelings appropriately	factor which may	strengths, skills,	learn (H8)
To learn about the	environment in school	and proportionately in	influence a person's job	achievements and	To learn that bacteria
impact of bullying,	and at home; how	different situations	or career choice; that	interests and how	and viruses can affect
including offline and	everyday choices can	(H20)	people may choose to	these contribute to a	health; how everyday
online, and the	affect the environment	To recognise the	do voluntary work which	sense of self-worth.	hygiene routines can
consequences of	(e.g. reducing, reusing,	warning signs about	is unpaid (L29)	(H28)	limit the spread of
hurtful behaviour	recycling; food choices)	mental health and	To learn about some of	To learn how to	infection; the wider
(R19)	(L5) To learn about the	wellbeing and how to	the skills that will help	manage	importance of personal
To learn strategies to	different groups that	seek support for	them in their future	setbacks/perceived	hygiene and how to
respond to hurtful	make up their	themselves and others	careers e.g. teamwork,	failures, including how	maintain it (H9)
behaviour experienced	community; what living	(H21)	communication and	to re-frame unhelpful	To learn how
or witnessed, offline	in a community means	To recognise that	negotiation (L30)	thinking (H29)	medicines, when used
and online (including	(L6)	anyone can experience	To identify the kind of	To learn that a feature	responsibly, contribute
teasing, name-calling,		mental ill health; that	job that they might like	of positive family life	to health; that some



bullying, trolling,	To learn to value the	most difficulties can be	to do when they are	is caring relationships;	diseases can be
harassment or the	different contributions	resolved with help and	older (L31)	about the different	prevented by
deliberate excluding of	that people and groups	support; and that it is	To recognise a variety of	ways in which people	vaccinations and
others); how to report	make to the	important to discuss	routes into careers (e.g.	care for one another	immunisations; how
		feelings with a trusted	college, apprenticeship,	(R6)	
concerns and get	community (L7) To learn about	adult (H22) To learn		To learn what	allergies can be
support (R20)		. ,	university) (L32)		managed (H10)
To learn about	diversity: what it	problem-solving		constitutes a positive	To understand how to
discrimination: what it	means; the benefits of	strategies for dealing		healthy friendship	maintain good oral
means and how to	living in a diverse	with emotions,		(e.g. mutual respect,	hygiene (including
challenge it (R21) • To	community; about	challenges and change,		trust, truthfulness,	correct brushing and
understand that	valuing diversity within	including the transition		loyalty, kindness,	flossing); why regular
personal behaviour can	communities (L8)	to new schools (H24)		generosity, sharing	visits to the dentist are
affect other people; to	To learn about	To learn how to		interests and	essential; the impact of
recognise and model	stereotypes; how they	manage		experiences, support	lifestyle choices on
respectful behaviour	can negatively	setbacks/perceived		with problems and	dental care (e.g. sugar
online (R30)	influence behaviours	failures, including how		difficulties); that the	consumption/acidic
To recognise the	and attitudes towards	to re-frame unhelpful		same principles apply	drinks such as fruit
importance of self-	others; strategies for	thinking (H29)		to online friendships	juices, smoothies and
respect and how this	challenging stereotypes	To learn the		as to face-to-face	fruit teas; the effects o
can affect their	(L9)	importance of seeking		relationships (R11) To	smoking) (H11) To
thoughts and feelings	To learn about	support if feeling lonely		learn strategies for	learn about the
about themselves; that	prejudice; how to	or excluded (R13		recognising and	benefits of sun
everyone, including	recognise	To understand that		managing peer	exposure and risks of
them, should expect to	behaviours/actions	personal behaviour can		influence and a desire	overexposure; how to
be treated politely and	which discriminate	affect other people; to		for peer approval in	keep safe from sun
with respect by others	against others; ways of	recognise and model		friendships; to	damage and sun/heat
(including when online	responding to it if	respectful behaviour		recognise the effect of	stroke and reduce the
and/or anonymous) in	witnessed or	online (R30)		online actions on	risk of skin cancer
school and in wider	experienced (L10)	( ,		others (R15) To learn	(H12)
society; strategies to	To understand what			that friendships have	To learn how and
improve or support	democracy is and about			ups and downs;	when to seek support,
courteous, respectful	the basic institutions			strategies to resolve	including which adults
relationships (R31) To	that support it locally			disputes and reconcile	to speak to in and
learn about respecting	and nationally			differences positively	outside of school, if
the difference and				and safely (R17)	they are worried about
similarities between					their health (H14)
similarities between					



people and recognising		To learn how to	To learn that for some
what they have in		recognise pressure	people gender identity
common with others		from others to do	does not correspond
e.g. physically, in		something unsafe or	with their biological sex
personality or		that makes them feel	(H26)
background (R32)		uncomfortable and	To recognise their
To learn to listen and		strategies for	individuality and
respond respectfully to		managing this (R28)	personal qualities
a wide range of people,		To know where to get	(H27)
including those with		advice and report	To learn about the risks
traditions, beliefs and		concerns if worried	and effects of legal
lifestyle are different to		about their own or	drugs common to
their own (R33) •		someone else's	everyday life (e.g.
To learn how to discuss		personal safety	cigarettes, alcohol and
and debate topical		(including online)	medicines) and their
issues, respect other		(R29)	impact on health;
people's point of view		To recognise the	recognise that drug use
and constructively		importance of self-	can become a habit
challenge those they		respect and how this	which can be difficult
disagree with (R34) To		can affect their	to break (H46)
recognise reasons for		thoughts and feelings	To recognise that there
rules and laws;		about themselves;	are laws surrounding
consequences of not		that everyone,	the use of legal drugs
adhering to rules and		including them, should	and that some drugs
laws (L1)		expect to be treated	are illegal to own, use
To learn the		politely and with	and give to others
importance of having		respect by others	(H47)
compassion towards		(including when online	To learn about why
others; shared		and/or anonymous) in	people choose to use
responsibilities we all		school and in wider	or not use drugs
have for caring for		society; strategies to	(including nicotine,
other people and living		improve or support	alcohol and medicines)
things; how to show		courteous, respectful	, (H48)
care and concern for		relationships (R31)	To learn about the
others (L4)		1 / - /	mixed messages in the
. ,			media about drugs,



To learn ways of			including alcohol and
-			0
carrying out shared			smoking/vaping (H49)
responsibilities for			To learn about the
protecting the			organisations that can
environment in school			support people
and at home; how			concerning alcohol,
everyday choices can			tobacco and nicotine or
affect the environment			other drug use; people
(e.g. reducing, reusing,			they can talk to if they
recycling, food choices)			have concerns (H50)
(L5)			To recognise if a
To learn about some of			friendship (online or
the skills that will help			offline) is making them
them in their future			feel unsafe or
careers e.g. teamwork,			uncomfortable; how to
communication and			manage this and ask for
			support if necessary
			(R18)
			To recognise different
			types of physical
			contact; what is
			acceptable and
			unacceptable;
			strategies to respond to
			unwanted physical
			contact (R25)
			To learn about seeking
			and giving permission
			(consent) in different
			situations (R26)
			To learn about keeping
			something confidential
			or secret, when this
			should (e.g. a birthday
			surprise that others will
			find out about) or
			intu out about joi



					should not be agreed
					to, and when it is right
					to break a confidence
					or share a secret (R27)
					To recognise pressure
					from others to do
					something unsafe or
					that makes them feel
					uncomfortable and
					strategies for managing
					this (R28) To
					understand
					stereotypes; how they
					can negatively
					influence behaviours
					and attitudes towards
					others; strategies for
					challenging stereotypes
					(L9)
					To learn about how
					text and images in the
					media and on social
					media can be
					manipulated or
					invented; strategies to
					evaluate the reliability
					of sources and identify
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
adaptable, attributes,	break, charities,	affirmations, angry,	achievements,	being there,	alcohol, autonomy,
bullying, care,	choices,	avoidance,	adaptability,	communicate,	balanced lifestyle,
collaborate,	communities,	behaviour, chain	apprenticeships,	confidence, feelings	bacteria, balance,
communication,	consequences,	reaction, challenge,	attitudes, barriers,	(comfortable and	Childline, choices,
compromise,	democracy,	choices, cognitive,	behaviours,	uncomfortable),	consent,
diversity, focused,	discrimination,	consequences,	challenges,	fight, flight,	consequences
•••		• •	•		•
diversity, focused, good team, hard-	discrimination, diversity, donate,	consequences, decisions (daily,	challenges, employment, focus,	fight, flight, generosity, honesty,	consequences (physical, emotional



working, listen,	equality, ethnicity,	difficult, informed)	gender, inspiration,	individuality,	and mental), contact
opinions, problem,	faith, freedom,	embarrassed,	interests, motivation,	kindness, loyalty,	(wanted and
respect, respectfully	government (local	emotions, facts, fear,	learning styles,	mistakes, mutual	unwanted), control,
disagreeing,	and national), help,	feelings (comfortable	opportunities	respect, nervous,	drugs, exercise,
responsibility, shared	House of Commons,	and uncomfortable),	(educational, career	opinions, peer	habits, harm, harmful
responsibilities, skills,	House of Lords,	focus, frightened,	and equal), personal	pressure,	substances, healthy
TEAM (Together	human rights,	growth mindset,	goals, race, roles,	relationships,	bodies, healthy
Everyone Achieves	identity, impact, law,	guilt, jealous,	skills, social class,	responsibility,	choices, individuality,
More), teasing,	nation, parliament,	learning,	stereotypes,	setbacks, sharing,	medicines,
trolling, trusted	prejudice, protect,	mindfulness,	strengths, success,	shy, solutions,	meditation,
adult, unkind	religion, respect,	nervous,	university, work	support, thoughts,	mindfulness,
behaviour, valued	responsibility, safe,	overwhelmed, panic,	experience	truthfulness, trust,	personal hygiene,
	statistics,	positive mental		unique, wellbeing	personal qualities,
	stereotypes,	attitude,			positive body image,
	volunteer	reconnecting, self-			pressure, privacy,
		doubt, stressed,			protect, respect,
		tearful, thoughts			risks, secret, self-
		(negatives and			care, sleep
		positives), wellbeing,			deprivation,
		worried			stereotypes, support,
					tobacco, trust,
					unwanted, value,
					vitamins

#### Links across the National Curriculum

### English:

#### Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments



- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication



	Year 6 PSHE Curriculum Overview					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term	
Relationships	Living in The Wider World	Health and Wellbeing	Living in The Wider World	Relationships	Health and Wellbeing	
VIPs – focus on relationships, with families, friendship groups and how important kindness and respect are within these relationships.	One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.	Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.	Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.	Digital Wellbeing – using the internet positively and how they can look after their wellbeing online. Potential risks of being online when using digital technologies, strategies to stay safe and get help.	Growing Up – how we grow up and change, both physically and emotionally, the types of relationships that people have.	
Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	Sequence:	
I can explain how VIPs	I can talk about and	I can take responsibility	I can explain some	I can identify the	I can describe the	
who love and care for	understand how we	for my own safety.	financial risks and	benefits of the	changes that people's	
each other should treat	can be responsible	I can assess and	discuss how to avoid	Internet and know	bodies go through	
each other.	global citizens.	manage risks in	them.	how to look after my	during puberty and	
I can identify different	I can describe what	different situations.	I understand how	digital wellbeing.	how we can look after	
ways to calm down	global warming is and	I can confidently	retailers try to influence	I know how to stay	our changing bodies	
when I am feeling	what we can do to help	identify and manage	our spending.	safe, healthy and	I can describe how	
angry or upset.	prevent it from getting	pressure to get	I can discuss the	happy online and	thoughts and feelings	
I understand that	worse.	involved in risky	spending decisions	when I use digital	may change during	
people have different	I can explain how our	situations.	people have to make.	technology.	puberty and suggest	
opinions that should be	energy use can harm	I can act sensibly and	I can explain why	I know how to develop	how to deal with those	
respected.	the environment and	responsibly in an	budgeting can be helpful	safe, respectful and	feelings.	
I can identify negative	describe what we can	emergency	and how a budget can	healthy online	I recognise that many	
influences on my	do to help.	I can identify hazards	be made	relationships and can	things affect the way	
behaviour and suggest	I can describe how we	and reduce risks to	I can discuss the impact	recognise the signs of	we feel about ourselves	
ways that I can resist	can use water	keep myself and others	money can have on	inappropriate and	and I understand that	
these influences.	responsibly and	safe at home.			there is no such thing	



I can explain when it is	understand the	I know how to stay safe	people's emotional	harmful online	as an ideal kind of
right to keep a secret,	importance of doing	in different outdoor	wellbeing.	relationships.	body.
when it is not and who	this.	environments.	I can explain the impact	I know how to use	I understand what a
to talk to about this.	I can understand what		spending has on our	social media	loving relationship is
I can recognise healthy	biodiversity is and	To recognise how their	environment.	responsibly to protect	and that there are
and unhealthy	explain the importance	increasing		the health, wellbeing	many types of
relationships.	of doing all we can to	independence brings	To learn about the	and rights of all.	relationships.
	encourage it.	increased responsibility	different ways to pay for	I know what online	I understand what a
	I can make choices	to keep themselves and	things and the choices	bullying is and what to	sexual relationship is
To recognise that there	which make the world	others safe (H11) To	people have about this	do if I see or	and who can have a
are different types of	a better place and that	learn how and when to	(L17)	experience it to help	sexual relationship.
relationships (e.g.	help people across the	seek support, including	To recognise that people	make it stop	I can describe the
friendships, family	world.	which adults to speak	have different attitudes	I understand not all	process of human
relationships, romantic		to in and outside	towards saving and	information online is	reproduction, from
relationships, online	To recognise there are	school, if they are	spending money; what	true and know how to	conception to birth.
relationships) (R1)	human rights, that are	worried about their	influences people's	assess the reliability of	
To learn that people	there to protect	health (H14)	decisions; what makes	both text and images.	
who love and care for	everyone (L2) To learn	To learn about the new	something 'good value		To learn that bacteria
each other can be in a	about the relationship	opportunities and	for money' (L18) To	To learn about the	and viruses can affect
committed relationship	between rights and	responsibilities that	learn that people's	benefits or the	health; how everyday
(e.g. marriage), living	responsibilities (L3)	increasing	spending decisions can	internet; the	hygiene routines can
together but may also	To learn the	independence may	affect others and the	importance of	limit the spread of
live apart (R5)	importance of having	bring (H35)	environment (e.g. Fair	balancing time online	infection; the wider
To learn that a feature	compassion towards	To understand reasons	trade, buying single-use	with other activities;	importance of personal
of positive family life is	others; shared	for following and	plastics, or giving to	strategies for	hygiene and how to
caring relationships;	responsibilities we all	complying with	charity) (L19)	managing time online	maintain it (H9)
about the different	have for caring for	regulations and	To recognise that people	(H13)	To recognise that
ways in which people	other people and living	restrictions (including	make spending decisions	To understand	feelings can change
care for one another	things; how to shoe	age restrictions); how	based on priorities,	reasons for following	over time and range in
(R6) To recognise and	care and concern for	they promote personal	needs and wants (L20)	and complying with	intensity (H17)
respect that there are	others (L4)	safety and wellbeing	To learn different ways	regulations and	To learn about
different types of	To learn ways of	with reference to social	to keep track of money	restrictions (including	everyday things that
family structure	carrying out shared	media, television	(L21)	age restrictions); how	affect feelings and the
(including single	responsibilities for	programmes, films,	To learn about risks	they promote	importance of
parents, same-sex	protecting the	games and online	associated with money	personal safety and	expressing feelings
parents, stepparents,	environment in school	gaming (H37)	(e.g. money can be won,	wellbeing with	(H18)



blended families, foster	and at home; how	To learn how to	lost or stolen) and ways	reference to social	To learn a varied
parents); that families	everyday choices can	predict, assess and	of keeping money safe	media, television	vocabulary to use when
of all types can give	affect the environment	manage risk in different	(L22)	programmes, films,	talking about feelings;
family members love,	(e.g. reducing, reusing,	situations (H38)	To learn about the risks	games and online	about how to express
security and stability	recycling; food choices)	To learn about hazards	involved in gambling;	gaming (H37)	feelings in different
(R7)	(L5)	(including fire risks)	different ways money	To learn the	ways (H19)
To recognise other	To learn that people's	that may cause harm,	can be won or lost	importance of keeping	To learn strategies to
shared characteristics	spending decisions can	injury or risk in the	through gambling-	personal information	respond to feelings,
of healthy family life,	affect others and the	home and what they	related activities and	private; strategies for	including intense or
including commitment,	environment (e.g. Fair	can do to reduce risks	their impact on health,	keeping safe online,	conflicting feelings;
care, spending time	trade, buying single-use	and keep safe (H39)	wellbeing and future	including how to	how to manage and
together, being there	plastics, or giving to	To learn about the	aspirations (L23)	manage requests for	respond to feelings
for each other in times	charity) (L19)	important of taking	To identify the ways that	personal information	appropriately and
of difficulty (R8)		medicines correctly and	money can impact on	or images of	proportionately in
To learn how to		using household	people's feelings and	themselves and	different situations
recognise if family		products safely (e.g.	emotions (L24)	others; what to do if	(H20)
relationships are		following instructions		frightened or worried	To learn about personal
making them feel		carefully) (H40)		by something seen or	identity; what
unhappy or unsafe, and		To learn strategies for		read online and how	contributes to who we
how to seek help or		keeping safe in the		to report concerns,	are (e.g. ethnicity,
advice (R9)		local environment or		inappropriate content	family, gender, faith,
To learn what		unfamiliar places (rail,		and contact (H42)	culture, hobbies,
constitutes a positive		water, road) and		To understand the	likes/dislikes) (H25) To
healthy friendship (e.g.		firework safety; safe		impact of bullying,	recognise their
mutual respect, trust,		use of digital devices		including offline and	individuality and
truthfulness, loyalty,		when out and about		online, and the	personal qualities (H27)
kindness, generosity,		(H41)		consequences of	To learn to identify
sharing interests and		To learn what is meant		hurtful behaviour	personal strengths,
experiences, support		by first aid; basic		(R19)	skills, achievements
with problems and		techniques for dealing		To learn strategies to	and interests and how
difficulties); that the		with common injuries		respond to hurtful	these contribute to a
same principles apply		(H43)		behaviour	sense of self-worth
to online friendships as		To learn how to		experienced or	(H28)
to face-to-face		respond and react in an		witnessed, offline and	To learn to identify the
relationships (R11) To		emergency situation;		online; how to report	external genitalia and
learn strategies for		how to identify		concerns and get	internal reproductive



recognising and	situations that may	support (R20) To	organs in males and
managing peer	require the emergency	learn about	females and how the
influence and a desire	services; know how to	discrimination: what it	process of puberty
for peer approval in	contact them and what	means and how to	relates to human
friendships; to	to say (H44)	challenge it (R21) To	reproduction (H30)
recognise the effect of	To know how to	learn about privacy	To learn about the
online actions on	recognise pressure	and personal	physical and emotional
others (R15)	from others to do	boundaries; what is	changes that happen
To understand that	something unsafe or	appropriate in	when approaching and
friendships have ups	that makes them feel	friendships and wider	during puberty (H31)
and downs; strategies	uncomfortable and	relationships	To learn about how
to resolve disputes and	strategies for managing	(including online)	hygiene routines
reconcile differences	this (R28)	(R22)	change during the time
positively and safely		To understand why	of puberty, the
(R17)		someone may behave	importance of keeping
To recognise if		differently online,	clean and how to
friendship (online or		including pretending	maintain personal
offline) is making them		to be someone they	hygiene (H32)
feel unsafe or		are not; strategies for	To learn about the
uncomfortable; how to		recognising risks,	processes of
manage this and ask for		harmful content and	reproduction and birth
support if necessary		contact; how to report	as part of the human
(R18)		concerns (R23)	life cycle; how babies
To learn about privacy		To learn how to	are conceived and born
and personal		respond safely and	(and that there are
boundaries; what is		appropriately to	ways to prevent a baby
appropriate in		adults they may	being made); how
friendships and wider		encounter (in all	babies need to be
relationships (including		contexts including	cared for (H33)
online) (R22)		online) whom they do	To learn about where
To learn about seeking		not know	to get more
and giving permission		(R24)	information, help and
(consent) in different		To know how to	advice about growing
situations (R26)		recognise pressure	and changing,
To learn how to		from others to do	especially about
recognise pressure		something unsafe or	puberty



trom others to do		that makes them feel	(H34) To recognise that
from others to do		uncomfortable and	there are different
something unsafe or that makes them feel			
uncomfortable and		strategies for	types of relationships
		managing this (R28)	(e.g. friendships, family
strategies for managing		To recognise ways in	relationships, romantic
this (R28) To know		which the internet	relationships, online
where to get advice		and social media can	relationships) (R1) To
and report concerns if		be used both	understand that people
worried about their		positively and	may be attracted to
own or someone else's		negatively (L11) To	someone emotionally,
personal safety		learn how to assess	romantically and
(including online) (R29)		the reliability of	sexually; that people
To understand that		sources of information	may be attracted to
personal behaviour can		online; and how to	someone of the same
affect other people; to		make safe, reliable	sex or different sex to
recognise and model		choices from search	them; that gender
respectful behaviour		results (L12)	identity and sexual
online (R30)		To learn about some	orientation are
To understand that		of the different ways	different (R2)
personal behaviour can		information and data	To learn about
affect other people; to		is shared and used	marriage and civil
recognise and model		online, including for	partnership as a legal
respectful behaviour		commercial purposes	declaration of
online (R33)		(L13)	commitment made by
		To learn about how	two adults who love
		information on the	and care for each
		internet is ranked,	other, which is
		selected and targeted	intended to be lifelong
		at specific individuals	(R3)
		and groups; that	To learn that forcing
		connected devices can	anyone to marry
		share information	against their will is a
		(L14) To recognise	crime; that help and
		things appropriate to	support is available to
1			
		share and things that	people who are



		on social media; rules	themselves or others
		surrounding	(R4)
		distribution of images	To understand that
		(L15)	people who love and
		To learn about how	care for each other can
		text and images in the	be in a committed
		media and on social	relationship (e.g.
		media can be	marriage), living
		manipulated or	together, but may also
		invented; strategies to	live apart (R5) To
		evaluate the reliability	recognise and respect
		of sources and	that there are different
			types of family
			structure; that families
			of all types can give
			family members love,
			security and stability
			(R7)
			To recognise different
			types of physical
			contact; what is
			acceptable and
			unacceptable;
			strategies to respond to
			unwanted physical
			contact (R25)
			To learn about
			stereotypes; how they
			can negatively
			influence behaviours
			and attitudes towards
			others; strategies for
			challenging stereotypes
			(L9)
			To recognise ways in
			which the internet and



					social media can be used both positively and negatively (L11) To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (L16)
Key Vocabulary behaviour, blame,	Key Vocabulary biodiversity, citizens,	Key Vocabulary actions, bleeding,	Key Vocabulary adverts, balance, bank	Key Vocabulary appropriate, bullying,	Key Vocabulary acceptable, adopted,
breathe, calm, code,	citizenship,	burns, choking,	account, borrow,	cyberbullying,	advice, acne, affection,
connections,	deforestation,	consequences, danger,	budget, candidate,	cyberstalking, data	asexual, bisexual, body
consequences, digital	ecosystem, energy,	dare, decisions, DR	career, change, choices,	sharing, denigration,	image, breasts,
wellbeing, decisions,	environmental issues,	ABC, emergency,	coins, consumer,	digital citizenship,	caesarean, care,
disagree, emotions,	global, global warming,	firework alert, first aid,	contactless, cost, debit	digital wellbeing,	change, Childline,
escape, exercise,	greenhouse effect,	hazards, healthy,	and credit cards, debt,	emotional wellbeing,	cisgender, civil
family, friends,	manifesto, plastic,	independent, mature,	ethical, financial gain,	exclusion, fact, fake	partnership,
honesty, influences,	pollution, positive	medicines, pressure,	financial risk, interest,	news, fear, flaming,	commitment,
instincts, jealousy, lie,	action, protect, reduce,	rail safe	jobs, keeping track, loan,	harassment, healthy,	communication,
love, mindfulness,	resources, responsible,	responsible, risks, road	money, need, notes,	inappropriate content,	conception
opinions, polite,	save, sustainability,	smart, rules, safety,	owe, pay, priorities,	inappropriate	condom, consideration,
positive, pressure,	waste, water	scalds, shock,	profit, qualifications,	relationships,	contraception,
relationships (healthy and unhealthy), relax,		strangers, substances, water aware	receipt, record, repayments, risks,	impersonation, internet, mental	discharge, ejaculate, emotions, fertilise,
remind, resolution,			savings, skills, spending,	health,	foetus, gay,
respect, safety, secrets,			work	misinformation, online	heterosexual,
unhappy, unsettled,				relationships, opinion,	homosexual, honesty,
VIPS (Very Important				outing, pressure,	hormones, ideal,
People)				reliability, respect,	identity, kindness,
				risks, safe, sharing,	lesbian, love, loyalty,
				social media,	marriage,



				technology, trolling,	menstruation, ovaries,			
				worry	perfect, penis, periods,			
					puberty, pubic hair,			
					race, relationships,			
					reproduction, same-			
					sex, semen, sex, sexual			
					intercourse, sexual			
					orientation, sexual			
					relationship, social			
					media, sperm, STI			
					(sexually transmitted			
					infection), testicles,			
					touch (comfortable and			
					uncomfortable),			
					transgender, trust,			
					uterus, vulva, womb			
Links across the	Links across the	Links across the	Links across the	Links across the	Links across the			
National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum			
English:								
Speaking:								
Pupils should be taugh	t to:							
<ul> <li>listen and respond appropriately to adults and their peers</li> </ul>								
<ul> <li>ask relevant q</li> </ul>	ask relevant questions to extend their understanding and knowledge							
<ul> <li>articulate and</li> </ul>	justify answers, argument	s and opinions						
<ul> <li>give well-struct</li> </ul>	ctured descriptions, explan	ations and narratives for o	different purposes, includin	g for expressing feelings				
maintain atter	ntion and participate active	ely in collaborative conver	sations, staying on topic ar	nd initiating and respondir	ig to comments			

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Computing:	Science:
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		Use technology safely,	recognise the impact of
		respectfully and	diet, exercise, drugs
		responsibly; recognise	and lifestyle on the way
		acceptable/unaccepta	their bodies function
		ble behaviour; identify	
		a range of ways to	
		report concerns about	
		content and contact	