















Term	Autumn		Spring		Summer	
<b>N</b>	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Be increasingly able to talk about and manage their emotions. – Turn taking Begin to show 'effortful control'. - waiting for a turn/resisting impulse to grab what they want/push way to front. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". <b>(These statements will be applied ongoing across the year but are split for focus)</b>		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like happy, sad, angry, worried. Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating their play ideas <b>(These statements will be applied ongoing across the year but are split for focus)</b>		Develop their sense of responsibility and membership of a community. Show more confidence in social situations. Do not need an adult to remind them of the rules. Develop appropriate ways to be assertive. Help find solutions to conflict and rivalries. Talk with others to solve conflict. Begin to understand how other might be feeling. <b>(These statements will be applied ongoing across the year but are split for focus)</b>	
<b>R</b>	Talk with others to solve conflict. Begin to understand how other might be feeling.  Manage their own needs. - Personal hygiene  Identify and moderate their own feelings socially and emotionally.  Express their feelings and consider the feelings of others  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – toothbrushing		See themselves as a valuable individual.  Build constructive and respectful relationships  Think about the perspectives of others.  Show resilience and perseverance in the face of challenge  Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		<b>Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG <b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG  Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG  <b>Building Relationships</b> Work and play cooperatively and take turns with others. ELG  Form positive attachments to adults and friendships. ELG	
<b>Year 1</b>	<b>What is the same and different about us?</b> <b>Recap: Vocabulary: meaning of 'special', similarity, difference</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul> <b>Outcome:</b> Labelled diagram of human body (Science)	<b>Who is special to us?</b> <b>Learn</b> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them</li> <li>about different features of family life, including what families do / enjoy together</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul> <b>Outcome:</b> Draw and label 'My family'	<b>What helps us stay healthy?</b> <b>Recap: Importance of exercise and a healthy diet</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul> <b>Outcome:</b> Poster – 'How I Can Stay Healthy'	<b>What can we do with money?</b> <b>Learn</b> <ul style="list-style-type: none"> <li>what money is - that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including spending and saving</li> <li>the difference between needs and wants - that people may not always be able to have the things they want</li> <li>how to keep money safe and the different ways of doing this</li> </ul> <b>Outcome:</b> Pupil conversation around key questions	<b>Who helps to keep us safe?</b> <b>Recap: Emergency procedures in school</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>how to respond safely to adults they don't know</li> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <b>Outcome:</b> Pupil conversation around key question (revisit RE)	<b>How can we look after each other and the world?</b> <b>Recap: how to show 'good manners'</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for</li> <li>what can harm the local and global environment; how they and others can help care for it</li> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul> <b>Outcome:</b> Advice poster for whole school on a variety of themes – caring for others and environment
<b>Year 2</b>	<b>What makes a good friend?</b> <b>Recap: how to show 'good manners'</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely</li> </ul>	<b>What helps us grow and stay healthy?</b> <b>Learn</b> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much</li> </ul>	<b>What jobs do people do?</b> <b>Recap: Difference between needs and wants</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how jobs help people earn money to pay for things they need and want</li> </ul>	<b>What helps us to stay safe?</b> <b>Recap: Emergency procedures in school</b> <b>Correct name for parts of the body/genitalia</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how rules and restrictions help them to</li> </ul>	<b>What is bullying?</b> <b>Learn</b> <ul style="list-style-type: none"> <li>how words and actions can affect how people feel</li> <li>how to ask for and give/not give permission regarding physical contact and how to respond if</li> </ul>	<b>How do we recognise our feelings?</b> <b>Learn</b> <ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> </ul>












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	<ul style="list-style-type: none"> <li>and what they could do about it</li> <li>✓ how people behave when they are being friendly and what makes a good friend</li> <li>✓ how to resolve arguments that can occur in friendships</li> <li>✓ how to ask for help if a friendship is making them unhappy</li> </ul> <p><b>Outcome:</b> Pupil conversation around key questions regarding friendship/conflict/seeking help</p>	<ul style="list-style-type: none"> <li>sugar can affect their health, including dental health</li> <li>✓ how to be physically active and how much rest and sleep they should have everyday</li> <li>✓ that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>✓ how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul> <p><b>Outcome:</b> Healthy Lifestyle Poster (Science)</p>	<ul style="list-style-type: none"> <li>✓ about a range of different jobs, including those done by people they know or people who work in their community</li> <li>✓ how people have different strengths and interests that enable them to do different jobs</li> <li>✓ how people use the internet and digital devices in their jobs and everyday life</li> </ul> <p><b>Outcome:</b> Presentation at Class Museum –Comparison and Q&amp;A session regarding jobs/money usage now and during the Fire of London (History)</p>	<ul style="list-style-type: none"> <li>keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>✓ how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>✓ how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>✓ how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>✓ how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul> <p><b>Outcome:</b> Keeping Safe Poster</p>	<ul style="list-style-type: none"> <li>physical contact makes them uncomfortable or unsafe</li> <li>✓ why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>✓ how to respond if this happens in different situations</li> <li>✓ how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> <p><b>Outcome:</b> Pupil conversation around key questions regarding bullying and how to deal with it</p>	<ul style="list-style-type: none"> <li>✓ how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>✓ how feelings can affect people in their bodies and their behaviour</li> <li>✓ ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>✓ how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul> <p><b>Outcome:</b> Classroom display based on 'Inside Out' film - recognising/describing/ impact of a range of different feelings</p>
<b>Year 3</b>	<p><b>Why should we eat well and look after our teeth?</b> </p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>✓ how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>✓ how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>✓ how people make choices about what to eat and drink, including who or what influences these</li> <li>✓ how, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p><b>Outcome:</b> Research, design, make and evaluate a healthy sandwich. (Science and DT)</p>	<p><b>Why should we keep active and sleep well?</b> </p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how regular physical activity benefits bodies and feelings</li> <li>✓ how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>✓ how to make choices about physical activity, including what and who influences decisions</li> <li>✓ how the lack of physical activity can affect health and wellbeing</li> <li>✓ how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>✓ how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul> <p><b>Outcome:</b> Experiment/write up – If you do more physical activity out of school, will you be healthier, fitter and have more stamina for physical exercise? (Science and pupil conversation)</p>	<p><b>What are families like?</b> </p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>✓ how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>✓ how people within families should care for each other and the different ways they demonstrate this</li> <li>✓ how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul> <p><b>Outcome:</b> Classroom Diversity Display – What makes a family?</p>	<p><b>What makes a community?</b> </p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>✓ what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>✓ how the community helps everyone to feel included and values the different contributions that people make</li> <li>✓ how to be respectful towards people who may live differently to them</li> </ul> <p><b>Outcome:</b> Morning Mission – discussion( linked to Hindu RE unit) about the wider community</p>	<p><b>How can we be a good friend?</b> </p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>✓ how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>✓ how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>✓ how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul> <p><b>Outcome:</b> Pupil conversation around key questions – friendship/managing emotions and difficulties/how and who to seek support from</p>	<p><b>What keeps us safe?</b> </p> <p><b>Recap: Correct name for parts of the body/genitalia</b></p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>✓ how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>✓ how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>✓ how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products responsibly)</li> <li>✓ how to react and respond if there is an accident and how to</li> </ul>



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						deal with minor injuries e.g. scratches, grazes, burns ✓ what to do in an emergency, including calling for help and speaking to the emergency services  <b>Outcome: Fact File - How I can keep myself safe.</b>
<b>Year 4</b>	<b>How can we manage risk in different places?</b>  <b>Learn</b> ✓ how to recognise, predict, assess and manage risk in different situations ✓ how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) ✓ how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence ✓ how people's online actions can impact on other people ✓ how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online ✓ how to report concerns, including about inappropriate online content and contact ✓ that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law  <b>Outcome: Safety Poster</b>	<b>How do we treat each other with respect?</b>  <b>Learn</b> ✓ how people's behaviour affects themselves and others, including online ✓ how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return ✓ about the relationship between rights and responsibilities ✓ about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) <i>(* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See PSHE Assoc 'Addressing FGM in Schools' information sheet for further information)</i> ✓ the rights that children have and why it is important to protect these* ✓ that everyone should feel included, respected and not discriminated against because of their religion, race, faith, who they love etc; how to respond if they witness or experience exclusion, disrespect or discrimination ✓ how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns  <b>Outcome: Class Charter to govern personal and group behaviour</b>	<b>How can we manage our feelings?</b>  <b>Learn</b> ✓ how everyday things can affect feelings ✓ how feelings change over time and can be experienced at different levels of intensity ✓ the importance of expressing feelings and how they can be expressed in different ways ✓ how to respond proportionately to, and manage, feelings in different circumstances ✓ ways of managing feelings at times of loss, grief and change ✓ how to access advice and support to help manage their own or others' feelings  <b>Outcome: Pupil conversation around key questions</b>	<b>What strengths, skills and interests do we have?</b>  <b>Learn</b> ✓ how to recognise personal qualities and individuality ✓ to develop self-worth by identifying positive things about themselves and their achievements ✓ how their personal attributes, strengths, skills and interests contribute to their self-esteem ✓ how to set goals for themselves ✓ how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking  <b>Outcome: Curriculum Vitae</b>	<b>How will we grow and change?</b>  <b>Learn</b> ✓ about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams ✓ how puberty can affect emotions and feelings ✓ how personal hygiene routines change during puberty ✓ how to ask for advice and support about growing and changing and puberty  <b>Outcome: Pupil conversation around key questions regarding puberty and change</b>	<b>How can our choices make a difference to others and the environment?</b>  <b>Learn</b> ✓ how people have a shared responsibility to help protect the world around them ✓ how everyday choices can affect the environment ✓ how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) ✓ the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues ✓ how to show care and concern for others (people and animals) ✓ how to carry out personal responsibilities in a caring and compassionate way  <b>Outcome: Research, plan and propose for changes to the playground environment (Science)</b>



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Year 5	<b>What makes up a person's identity?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes); how to question and challenge discrimination appropriately and safely</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>how to challenge stereotypes and assumptions about others</li> </ul> <b>Outcome:</b> Morning Mission discussion (linked to Islam RE unit) about stereotypes	<b>What decisions can people make with money?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how people make decisions about spending and saving money and what influences them</li> <li>how to keep track of money so people know how much they have to spend or save</li> <li>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> <li>how to recognise what makes something 'value for money' and what this means to them</li> <li>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> <b>Outcome:</b> Manage Book Fair and Gardening Budget – handling money, forward planning, costing, expenditure, profit	<b>How can we help in an accident or emergency?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>that if someone has experienced a head injury, they should not be moved</li> <li>when it is appropriate to use first aid and the importance of seeking adult help</li> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> <b>Outcome:</b> Pupil conversation around key questions regarding basic First Aid	<b>How can friends communicate safely?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <b>Outcome:</b> Online Safety Poster (Computing)	<b>How can drugs common to everyday life affect health?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> <li>how people can prevent or reduce the risks associated with them</li> <li>that for some people, drug use can become a habit which is difficult to break</li> <li>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul> <b>Outcome:</b> Pupil conversation around key questions regarding drugs – legal/illegal/drug use/habit and risk/getting help	<b>What jobs would we like?</b>  <b>Learn</b> <ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul> <b>Outcome:</b> Job description for career they would like to have later in life
	Year 6	<b>How can we keep healthy as we grow?</b>  <b>Recap:</b> meaning of vocabulary - legal/illegal, alcohol, nicotine, risk and addiction (Y5) <b>Learn</b> <ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>how to make choices that support a healthy, balanced lifestyle</li> </ul> including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices <ul style="list-style-type: none"> <li>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> </ul>	<b>How can the media influence people?</b>  <b>Recap:</b> stereotypes <b>Learn</b> <ul style="list-style-type: none"> <li>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>how text and images can be manipulated or invented; strategies to recognise this</li> <li>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>to recognise unsafe or suspicious content online and what to do about it</li> <li>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul> <b>Outcome:</b> Information Leaflet regarding media influence - target audience Y5 pupils (English)	<b>What will change as we grow and become more independent?</b>  <b>Recap:</b> meaning of vocabulary - puberty, menstruation, erection (Y4) <b>Learn</b> <ul style="list-style-type: none"> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>how puberty relates to growing from childhood to adulthood</li> <li>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>that there are ways to prevent a baby being made (<i>*Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.</i>)</li> </ul>		



Term	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>✓ that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>✓ that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>✓ how to question and challenge discrimination in all its forms</li> <li>✓ how to recognise and seek support for themselves or others if they feel they are being 'groomed' eg. for sexual exploitation, terrorist activity etc.</li> <li>✓ that modern day slavery is illegal and infringes a person's human rights; who this should be immediately reported to if they are concerned for themselves or others</li> </ul> <p><b>Outcome:</b> DAaRT Report and DAaRT Graduation Quiz</p>		<ul style="list-style-type: none"> <li>✓ how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>✓ how friendships may change as they grow and how to manage this</li> <li>✓ how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> <li>✓ that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</li> </ul> <p><i>(* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See PSHE Assoc 'Addressing FGM in Schools' information sheet for further information)</i></p> <p>✓</p> <p><b>Outcome:</b> Pupil conversation around key questions regarding change - relationships/transition/puberty/reproduction</p>