

	Autumn Term		Spring Term		Summer Term	
Reception						Caring friendships Being kind Families
Year 1	Welcome to school Emergencies and getting help	People who care for us Rights, responsibilities, and respect	Healthy Friendships Our bodies and boundaries Staying Healthy Medicines Who gives us medicines?	Our health Healthy food choices	We all have feelings Good and not so good feelings Managing our time safely whilst online	Different friends Growing and changes Families and care
Year 2	Respecting uniqueness Our communities	Everyday safety Basic first aid	Learning about work Hand hygiene Risk Hazardous substances Safety rules	Sharing photos online Online interactions and information sharing	Online friends Big feelings Keeping our teeth healthy	Differences Male and female animals Naming body parts
Year 3	World of work Spending and saving money	Road safety Individual and collective strengths	Physical activity Drugs Why people smoke Physical effects of smoking Preventing smoking	The Internet and everyday life Everyday feelings	Expressing feelings Strategies to support positive mental wellbeing Sun safety	Body differences Personal space Help and support
Year 4	What makes a good friend? Respecting others	Resolving conflict and managing negative pressure Everyday safety and basic first aid	Money choices Volunteering and citizenship Effects of drinking alcohol Alcohol and risk Limits to drinking alcohol	Safely enjoying the online world Keeping personal information safe and private online	Understanding that not everyone is who they say they are online Managing feelings The environment	Changes What is puberty? Healthy relationships
Year 5	Diverse communities Respectful relationships	Illness Nutrition and healthy eating	Puberty - bodies and reproduction Puberty – changes Legal and illegal drugs Attitudes to drugs Peer pressure	Online content Online contact	Mental health and keeping well Managing challenges and change Exploring risk in everyday situations	Talking about puberty The reproductive system Help and support
Year 6	Different types of families Healthy and harmful relationships	Keeping your body safe Consent	Spending decisions Exploring risk in relation to gambling Cannabis Volatile substance abuse and getting help Drug help, support, and advice	Online friendships and keeping safe Skills for using the Internet safely	Social media Feelings and common anxieties when changing schools Changes from primary to secondary school	Puberty and reproduction Communication in relationships Families, conception, and pregnancy Online relationships

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PSHE Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Visits from the emergency services				Family picnic
Year 1	Team building activities					Beach clean
Year 2	Visit from a doctor	Visit from a tri-services-officer	Beach clean		Community gardening	Litter pick at the church
Year 3	Donations to a local food bank			Interviews with people with different professions		
Year 4					Visit to outdoor activity centre	
Year 5	Beach visit team building	Singing for older generations		Baking and selling creations for charity	Visit from an ultra-marathon runner Life skills at the fire station	
Year 6				Shelterbox fundraising	Visit from the RNLI	KOOTH Transition visitors

Year 1						
	AUTUMN 1 What would you use to build a house?			AUTUMN 2 How have toys changed through time?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	Welcome to School	Emergencies and Getting Help	Beach Safety	People Who Care for us	Rights, Responsibilities and Respect	Unique theme each year
Builds on	Reception – Learning about Rules	Nursery – People Who Help Us	EYFS – Visit from the RNLI	Nursery – People Who Help Us	EYFS – Golden Rules	Reception – Antibullying Week
Memory Master	Discussion – Rules and why we have them	Discussion – Who helps us in the community?	Discussion – Who keeps us safe by the sea and how?	Discussion – What do we know about families?	Discussion – What is kindness?	Discussion – What is a good friend?
Lesson Sequence	<p>I can explain what positive behaviour is and why it is important.</p> <p>I can understand how rules keep us safe.</p> <p>I can identify who the adults are in school and how they help us.</p>	<p>I can understand what to do in an emergency.</p>	<p>I can explain how to keep safe besides the sea.</p> <p>I can role play staying safe at the beach.</p>	<p>I can identify different people in our lives who care for us.</p> <p>I can explain how I show that I care.</p> <p>I can understand that all families are different but have the same key qualities.</p> <p>I can understand that people are different too, but they have the same needs.</p> <p>I can describe how to get help if someone is making me feel unsafe.</p>	<p>I can know how to be kind to others.</p> <p>I can explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty).</p> <p>I can show gratitude for the kind behaviour of others.</p>	<p>I can celebrate our uniqueness.</p> <p>I can get support if I am being bullied or notice bullying in our school.</p>
Composite	Create an image to show what we need to keep us happy and healthy.	Create a poster showing what number to call in an emergency and the services available.	In teams, create images showing how to keep safe beside the sea.	Draw a family and discuss similarities and differences.	Create 'thank you tokens'.	Unique composite each year.
Knowledge	<p>Explain what positive behaviour is and why it is important</p> <p>Understand how rules can keep us safe</p> <p>Identify who the adults are in school and how they help us</p>	<p>Safely get help in an emergency, including calling 999</p> <p>Understand how to care for myself and others</p>	<p>Know what to do if there is an accident and someone is hurt.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p>	<p>Identify different people in our lives who care for us</p> <p>Explain how I show that I care</p> <p>Understand that all families are different but have the same key qualities</p>	<p>Know how to be kind to others</p> <p>Explain how certain behaviours help us show respect to others (such as kindness, helpfulness, and honesty)</p>	<p>Knows that bodies and feelings can be hurt by words and actions.</p> <p>Understands that hurtful behaviour is not acceptable.</p> <p>Names ways to report bullying.</p>

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				Understand that people are different too, but they have the same needs Describe how to get help if someone is making me feel unsafe	Be able to show gratitude for the kind behaviour of others	
Vocabulary	Grow Help Rules Safe	Emergency Help Location Services	Currents Float Lifeboat Lifeguards	Care/caring Differences Families Qualities	Honesty Grateful Respect	Bullying Friendship Victim
	SPRING 1 How do we keep people safe at sea?			SPRING 2 How has transport changed over time?		
	Brook Learn	Brook Learn	Drugs and Alcohol Week	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Healthy Friendships	Our Bodies and Boundaries	Medicines and People who Help Us	Our Health	Healthy Food Choices	Where does money come from?
Builds on	New Learning	Reception – NSPCC PANTS	New Learning	Reception – Physical Development	Reception – What's on my plate?	New Learning
Memory Master	N/A	Singing – NSPCC Pantosaurus Song	N/A	Revisit the meaning of the word healthy (play true or false)	Create a class list of foods which are good for our health	N/A
Lesson Sequence	<p>I can identify what makes a good friend.</p> <p>I can describe how to be a good friend.</p> <p>I can use some simple tools to help resolve conflicts.</p> <p>I can understand how to get help to make friendships better.</p>	<p>I can say the PANTS rule.</p> <p>I can name body parts and know which parts should be private.</p> <p>I can explain the difference between appropriate and inappropriate touch.</p> <p>I can understand that I have the right to say 'no' to unwanted touch.</p> <p>I can think about who I trust and who I can ask for help.</p>	<p>I can identify how to stay healthy.</p> <p>I can explore when and how to take medicines safely.</p> <p>I can identify who should be able to give me medicine.</p>	<p>I can explain how we can look after our health.</p> <p>I can explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety.</p> <p>I can explain how we need to balance physical activity with time online.</p>	<p>I can identify different fruit and vegetables.</p> <p>I can explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste.</p> <p>I can recall the new recommended daily maximum sugar intake for my age range.</p> <p>I can explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day.</p>	<p>I can identify and name different forms of money.</p> <p>I can explain what money is used for.</p> <p>I can explain where money comes from.</p>

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					<p>I can understand and compare the sugar content in a variety of food and drink products.</p> <p>I can select lower-sugar alternatives to high-sugar products.</p>	
Composite	Create a class 'friendship wall'	Pupils recite the PANTS rule	Sorting images into healthy and unhealthy, creating performances about being unhealthy and needing medicine	Create a healthy 'toolkit' for a character	Create clues about different fruits and vegetables	Create posters to show different types of money
Knowledge	<p>Identify what makes a good friend</p> <p>Describe how to be a good friend</p> <p>Be able to use some simple tools to help solve conflicts</p> <p>Understand how to get help to make a friendship better</p>	<p>Understand and learn the PANTS rules</p> <p>Name body parts and know which parts should be private</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Understand that I have the right to say "no" to unwanted touch</p> <p>Start thinking about who I trust and who I can ask for help</p>	<p>Names who should be able to give children medicine.</p> <p>Knows why people need to use medicines.</p> <p>Understands how to keep their bodies healthy.</p>	<p>Explain how we can look after our health</p> <p>Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety</p> <p>Explain how we need to balance physical activity with time online</p>	<p>Identify different fruit and vegetables</p> <p>Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste</p> <p>Recall the new recommended daily maximum sugar intake for my age range</p> <p>Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day</p> <p>Understand and compare the sugar content in a variety of food and drink products</p> <p>Select lower-sugar alternatives to high-sugar products</p>	<p>To identify different types of money.</p> <p>To know where money comes from.</p>
Vocabulary	<p>Conflict</p> <p>Friendship</p> <p>Solve</p>	<p>Appropriate</p> <p>Inappropriate</p> <p>Private</p> <p>Unwanted</p>	<p>Health</p> <p>Medicine</p> <p>Trust</p>	<p>Hygiene</p> <p>Dental</p> <p>Diet</p> <p>Sun safety</p>	<p>Alternative</p> <p>Content</p> <p>Physical</p> <p>Sugar</p>	<p>Card</p> <p>Cash</p> <p>Change</p> <p>Coins</p>

						Notes
	SUMMER 1 How does your garden grow?			SUMMER 2 Where in the world would you travel?		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	We All Have Feelings	Good and Not So Good Feelings	Local plants and wildlife	Managing Our Time Safely Whilst Online	Mental Health – Spot your worries	Growing and Caring for Ourselves
Builds on	New Learning	New Learning	New Learning	New Learning	New Learning	Reception - Family and Friendship
Memory Master	N/A	N/A	N/A	N/A	N/A	Create a whole class mind map of ways we can be a good friend.
Lesson Sequence	I can recognise and name some feelings that I might have, and how it makes my body feel. I can describe how others might be feeling.	I can identify feelings that are good and not so good, and recognise that people feel differently about things and situations. I can explain what can change my feelings.	I can name local plants and wildlife. I can explain how to care for plants and wildlife in our local area.	I can describe how something online might make someone feel worried or sad. I can recognise different feelings. I can identify up to four adults who can help with problems online.	I can notice my worries. I can notice and think about feelings through drawings.	I can understand that we are all different but can all be friends. I can discuss how children grow and change. I can explore different types of families and who I can ask for help. I can identify who can help when families make us feel unhappy or unsafe.
Composite	Children role play expressing feelings and helping others.	Children role play helping others feel better	Plant and animal hunt with drawings, photographs, and labels of what has been found	Children will role play situations where they feel unsafe online and the strategies they can use to resolve this.	Children will create artwork showing feelings represented as colour and marks.	Children will order and then photograph lifecycle picture cards.
Knowledge	Recognise and name some feelings that I might have Explain how feelings can make our bodies feel inside	Identify feelings that are good and not so good Recognise that people feel differently about things and situations	To know how to care for plants and wildlife in our local area.	Describe how something online might make someone feel worried or sad Recognise different feelings	Know how to express emotions in different forms. To notice and name different emotions.	Understands that we are all different but can still be friends. Identifies who can help when families make them feel unhappy or unsafe.

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	Describe how other's might be feeling Identify who can help me with feelings, and how I can help others	Explain what can change my feelings (from good to not so good and from not so good to good) Suggest things that can help me and others to feel better		Identify up to four adults who can help with problems online		
Vocabulary	Affect Emotions Physical Support	Anxiety Excitement Frustration Worry	Environment Local Protect Wildlife	Comfortable Interaction Online	Express Mental health	Differences Loved Relationships Support

Year 2						
	AUTUMN 1 What do I need to be healthy?			AUTUMN 2 Who were the great monarchs?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	Respecting Uniqueness	Our Communities	Beach Safety	Everyday Safety	Basic First Aid	Unique theme each year
Builds on	Year 1 – People Who Care for Us	Year 1 – Welcome to School	Year 1 – Stay Safe Week	Year 1 – Emergencies and Getting Help	Year 1 – Emergencies and Getting Help	
Memory Master	On the board create a list/image to show different people who care for us and their special qualities	Use the school website to quiz the class about the special roles of adults around the school	Make a whole class mind map showing ways to keep safe at the beach	Revisit how to get help in an emergency.	Revisit ways we can care for ourselves and others.	
Lesson Sequence	<p>I can explain what special and unique mean.</p> <p>I can describe my own special and unique characteristics.</p> <p>I can explain how we respect the special and unique characteristics of others.</p>	<p>I can explain what a community is.</p> <p>I can understand what gender stereotypes are and why they can be harmful.</p>	<p>I can name and explain the RNLI's four rules to keep safe by the sea.</p>	<p>I can understand dangers in everyday situations and how to keep safe.</p> <p>I can recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches.</p> <p>I can identify that some household products and medicines are harmful.</p> <p>I can recognise how to stay safe outdoors, especially around water and roads.</p> <p>I know who to ask for help if I am worried about my/someone else's safety.</p>	<p>I can learn first aid skills.</p> <p>I can feel confident to help someone who needs first aid.</p> <p>I can feel able to help someone who needs first aid.</p>	<p>I can celebrate our uniqueness.</p> <p>I can get support if I am being bullied or notice bullying in our school.</p>
Composite	Write a poem about being special and unique	Create a Venn diagram showing people in our home, school and wider community	Create a poster showing the RNLI's four rules for safety by the sea	Learn and sing the Cornwall Fire Service fire safety rhyme.	Role play a First Aid situation	Unique composite each year
Knowledge	Explain what special and unique mean.	Explain what a community is.	Know ways to keep safe in familiar and unfamiliar environments (e.g., beach,	Refresh knowledge about calling 999 in an emergency	Learn first aid skills	Knows that bodies and feelings can be hurt by words and actions.

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	Describe their own special and unique characteristics. Explain how we respect the special and unique characteristics of others.	Discuss what communities they belong to. Understand what a stereotype is. Explain how stereotypes can be harmful.	shopping centre, park, swimming pool, on the street) and how to cross the road safely.	Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety	Feel confident to help someone who needs first aid Feel able to help someone in need of first aid	Understands that hurtful behaviour is not acceptable. Names ways to report bullying.
Vocabulary	Characteristics Special Unique	Community Respect Stereotype	Currents Float Tides	Danger Harmful Risk Safety	Assess First Aid Recovery	Bullying Friendship Victim
	SPRING 1 How was the Great Fire of London great?			SPRING 2 Who would live in a habitat like this?		
	Brook Learn	Brook Learn	Drugs and Alcohol Education Week	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Learning About Work	Hand Hygiene	Keeping Safe	Sharing Photos Online	Online Interactions and Information Sharing	All About Money
Builds on	New learning	Year 1 - Our Health	Year 1 - Medicines and People Who Help Us	Year 1 - Managing Our Time Safely Online	Year 2 - Sharing Photos Online	Year 1 - Where Does Money Come From?
Memory Master	N/A	Name different ways we can keep our bodies healthy	Name ways that medicine can help us stay healthy	Name different emotions and when they might experience them online.	Create a 'chain' to show what might happen if we share a picture online.	Name as many different forms of money as possible in a timed challenge.

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<p>Lesson Sequence</p>	<p>I can identify my own and other's strengths.</p> <p>I can explain what a job is and why people do them.</p> <p>I can describe some community jobs.</p> <p>I can explain what makes someone good at their job.</p>	<p>I can understand that infection can be spread through touch.</p> <p>I can understand that we can pick up microbes through things we touch and spread them to others.</p> <p>I can understand that we wash hands to remove microbes.</p> <p>I can understand that washing hands is the best way to prevent the spread of microbes.</p> <p>I can understand the benefits of using soap and not just water.</p>	<p>I can explore substances and situations that are safe or unsafe.</p> <p>I can identify some hazardous substances.</p> <p>I can consider safety rules for at home and school.</p>	<p>I can describe what might happen if we share a picture.</p> <p>I can identify the effect of people's actions online and consider ways of keeping myself and others safe.</p> <p>I can recognise that I can be an 'upstander' by choosing not to join in.</p> <p>I can identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online.</p>	<p>I can describe what personal information is and the importance of not sharing this.</p> <p>I can recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'.</p> <p>I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p>	<p>I can understand that money comes from different sources.</p> <p>I can understand the difference between needs and wants.</p> <p>I can name different ways of looking after money.</p>
<p>Composite</p>	<p>Matching images to the jobs people do</p>	<p>Pepper and water experiment</p>	<p>Identifying hazards in a given scene.</p>	<p>Children create a list of trusted adults.</p>	<p>Create a whole class poster of rules for keeping safe online.</p>	<p>Draw and/or write a list of things we need and things we want.</p>
<p>Knowledge</p>	<p>Identify their own and other's strengths</p> <p>Know what a job is and why people do them</p> <p>Be able to describe some community jobs</p> <p>Know what makes someone good at their job</p>	<p>Understand that infection can be spread through touch</p> <p>Understand that we can pick up microbes through things we touch and spread them to others</p> <p>Understand that we wash hands to remove microbes</p> <p>Understand that washing hands is the best way to prevent the spread of microbes</p> <p>Understand that washing with soap and water is better than using water alone</p>	<p>Identifies some hazardous substances.</p> <p>Knows safety rules for at home and school.</p> <p>Understands the vocabulary safe and unsafe.</p>	<p>Describe what might happen if we share a picture</p> <p>Identify the effect of people's actions online and consider ways of keeping myself and others safe</p> <p>Recognise that I can be an 'upstander' by choosing not to join in</p> <p>Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p>	<p>Describe what personal information is and the importance of not sharing this</p> <p>Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>To know that money comes from different sources.</p> <p>To understand the difference between needs and wants.</p> <p>To know different ways of looking after money.</p>

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Vocabulary	Community Job Skills Strengths	Hazard Infection Microbes Substance	Identify Hazard Safe Unsafe	Share (images) Trust Upstander	Information Personal Private	Bank account Save Spend
	SUMMER 1 Who were the first explorers of space?			SUMMER 2 Where in the world would you like to live?		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	Online friends	Big Feelings	Packaging and recycling	Keeping Our Teeth Healthy	Soothe your senses	Differences
Builds on	Year 2 - Playing games	Year 1 - Good and not so good feelings	Year 1 - Local plants and wildlife	Year 2 - Hand Hygiene	Year 1 - Spot your worries	Year 1 - Growing and Caring for Ourselves
Memory Master	As a class create two lists. One list should show information that it is okay to share online and one should show information that is private.	Discuss strategies that can help us regulate our emotions.	Name different ways we can care for plants and animals in our locality.	As a class create a poster to show the 6 rules of handwashing.	Name as many emotions as possible.	Class mind map to show all the ways we can be different to each other.
Lesson Sequence	<p>I can describe the qualities that make a good friend.</p> <p>I can identify that people online may not tell the truth.</p> <p>I can explain the difference between a secret and a surprise.</p> <p>I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p>	<p>I can recognise that feelings can intensify (get stronger).</p> <p>I can describe how big feelings can affect their behaviour.</p> <p>I can identify what can help them feel better when they have a big feeling (including talking to trusted adults).</p> <p>I can use words or phrases to ask for help with feelings.</p>	<p>I can name different types of food packaging.</p> <p>I can explain why it is important to recycle.</p> <p>I can name items that can be recycled.</p>	<p>I can understand the importance of brushing, flossing and rinsing.</p> <p>I can explain how to brush, floss and rinse.</p> <p>I can understand what healthy teeth are and name basic parts of a tooth.</p> <p>I can know what foods to avoid to keep teeth healthy.</p> <p>I can understand what happens during a dentist appointment.</p>	<p>I can explain what my senses are.</p> <p>I can explain how to soothe my senses.</p>	<p>I can identify differences between males and females.</p> <p>I can explore gender stereotypes.</p> <p>I can understand that making new life needs a male and female animal.</p> <p>I can name the different body parts.</p>

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Composite	Role play scenarios where there is an online safety issue and solution.	Create images to show how different feelings can affect behaviours.	Create posters, for bins around the school, to show what can be recycled.	Sort images of food to show which are healthy for our teeth and which can cause damage.	Children will create a collage of a calming scene.	Children will complete a body parts matching worksheet.
Knowledge	<p>Describe the qualities that make a good friend</p> <p>Identify that people online may not tell the truth</p> <p>Explain the difference between a secret and a surprise</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Recognise that feelings can intensify (get stronger)</p> <p>Describe how big feelings can affect their behaviour</p> <p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults)</p> <p>Use words or phrases to ask for help with feelings</p>	To know what can be recycled and why it is important to do so.	<p>Understand the importance of brushing, flossing and rinsing</p> <p>Explain how to brush, floss and rinse</p> <p>Understand what healthy teeth are and name basic parts of a tooth</p> <p>Know what foods to avoid to keep teeth healthy</p> <p>Understand what happens during a dentist appointment</p>	<p>Know how to express emotions in different forms.</p> <p>To notice and name different emotions.</p>	<p>Identifies the differences between males and females.</p> <p>Understands the term lifecycle.</p> <p>Knows that a making a new life needs a male and a female.</p> <p>Name the physical differences between a male and female</p>
Vocabulary	<p>Qualities</p> <p>Secret</p> <p>Surprise</p> <p>Trust</p>	<p>Behaviour</p> <p>Emotions</p> <p>Intensify</p> <p>Regulate</p>	<p>Packaging</p> <p>Recycle</p> <p>Reduce</p>	<p>Brush</p> <p>Enamel</p> <p>Floss</p>	<p>Emotions</p> <p>Express</p> <p>Senses</p>	<p>Female</p> <p>Lifecycle</p> <p>Male</p> <p>Physical differences</p>

Year 3						
	AUTUMN 1 What do I need to make my body move?			AUTUMN 2 How did the Romans change Britain?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	World of Work	Spending and Saving Money	Watching Films Safely	Road Safety	Individual and Collective Strengths	Unique theme each year
Builds on	Year 2 – Learning About Work	New Learning	New Learning	Year 2 – Everyday Safety	Year 2 – Respecting Uniqueness	
Memory Master	In teams name as many different jobs as possible.	N/A	N/A	Revisit knowledge about how to call 999 in an emergency.	Revisit different ways we can be unique.	
Lesson Sequence	<p>I can identify my strengths and goals.</p> <p>I can identify factors that influence education and career decisions.</p> <p>I can explain key skills that will help me get a job.</p>	<p>I can identify different types of money and where it comes from.</p> <p>I can identify different ways people spend money.</p> <p>I can explain the difference between needing and wanting to spend money.</p>	<p>I can name and explain the different age ratings for films.</p> <p>I can understand why films have different age ratings.</p>	<p>I can identify and model the 'Stop, Look, Listen, Think' sequence.</p> <p>I can recognise safer places to cross the road.</p> <p>I can understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport.</p> <p>I can understand risk and the effect of risky behaviour.</p> <p>I can identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others.</p>	<p>I can identify what skills are needed to work with others in a team.</p> <p>I can understand that everyone brings different strengths to working in a team.</p> <p>I can recognise what I am good at when working in a team.</p>	
Composite	Identify their dream job and record strengths and skills to achieve this	Create a table showing 'needs' and 'wants' when spending money	Matching popular film titles to the correct age ratings	Road safety Kahoot quiz.	Self-reflection shield.	Unique composite each year
Knowledge	<p>Identify my strengths and goals</p> <p>Identify different career paths</p>	<p>Identify different types of money</p> <p>Explain where money comes from</p>	Know about rules and age restrictions that keep us safe.	<p>Identify and model the 'Stop, Look, Listen, Think' sequence</p> <p>Recognise safer places to cross the road</p>	<p>Identify what skills are needed to work with others in a team</p> <p>Understand that everyone brings different strengths to working in a team</p>	<p>Knows that bodies and feelings can be hurt by words and actions.</p> <p>Understands that hurtful behaviour is not acceptable.</p>

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	Explore factors that influence job decisions (stereotypes, family, values, money) Explain key skills that will help me get a job Identify a range of different education and training opportunities	Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money Explain how to keep money safe		Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport Understand risk and the effect of risky behaviour Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others	Recognise what they are good at when working in a team	Names ways to report bullying
Vocabulary	Career Goals Skills Opportunities	Education Decisions Spending	Appropriate Film Guidance Ratings	Stop Look Listen Think Pedestrian Risk	Strategy Teamwork Uniqueness	Bullying Friendship Victim
	SPRING 1 What is King Henry VIII remembered for?			SPRING 2 How did Britain change during prehistory?		
	Brook Learn	Brook Learn	Drugs and Alcohol Education	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Physical Activity	Drugs	Smoking	The Internet and Everyday Life	Everyday Feelings	What is Money?
Builds on	Year 2 - Keeping Our Teeth Healthy	Year 3 - Road Safety	Year 2 - Keeping Safe	Year 2 - Online Friends	Year 2 - Big Feelings	Year 2 - All About Money
Memory Master	List foods that our good and bad for our teeth	Name what a risk is and identify some risks that we might encounter	Name some situations that are safe or unsafe	What could people be untruthful about online?	Role play how 'big feelings' can affect behaviour.	Create a list of things that are 'needs' and 'wants'.
Lesson Sequence	I can explain the benefits of physical activity for our bodies and minds. I can identify the recommendations of regular physical activity for my age group.	I can identify that some drugs are legal and some are illegal. I can understand the basic of the health risks of legal drugs. I can understand the dangers of illegal drugs.	I can consider smoking and its effects. I can understand the impact of smoking and passive smoking. I can name some strategies to prevent starting smoking.	I can describe how someone might feel if people are always on their devices. I can evaluate how much time I spend on my digital devices.	I can identify that feelings/emotions are part of a person's health and wellbeing I can recognise that feelings usually change throughout the day.	I can understand why money was invented. I can recognise that people make spending decisions based on priorities.

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	<p>I can explain how physical activity makes our bodies feel.</p> <p>I can describe why exercise makes us feel good.</p>	<p>I can explain the reasons that some people may choose to use legal drugs.</p> <p>I can understand that I can always ask for help and who to ask for support.</p>		<p>I can identify the benefits of taking time to disconnect from digital devices.</p>	<p>I can give examples of everyday things that can affect feelings.</p> <p>I can describe what can help people to feel good/better.</p>	<p>I can explain different ways people can pay for things and the choices they can make.</p>
Composite	<p>Carrying out physical activity and explaining to others how it makes their bodies feel</p>	<p>In groups, pupils record the potential risks of taking substances</p>	<p>Discussion and role-play of smoking scenarios.</p>	<p>Create an image or timetable showing how much time to spend on devices and how much time to spend on other things.</p>	<p>Identify strategies to improve emotional well-being for different emotions.</p>	<p>Choose 5 items and put them in order of priority to buy (include 'needs' and 'wants')</p>
Knowledge	<p>Explain the benefits of physical activity on our body and mind</p> <p>Identify the recommendations of regular physical activity for their age group</p> <p>Explain how physical activity makes our bodies feel</p> <p>Describe why exercise makes us feel good</p>	<p>Identify that some drugs are legal and some are illegal</p> <p>Have a basic understanding of the health risks of legal drugs</p> <p>Have a basic understanding of the dangers of illegal drugs</p> <p>Be aware of the reasons that some people may choose to use legal drugs</p> <p>Be aware that they can always ask for help and who to ask for support</p>	<p>Understands the effects of smoking</p> <p>Understands the impacts of smoking and passive smoking</p> <p>Knows strategies to prevent starting smoking</p>	<p>Describe how someone might feel if people are always on their devices</p> <p>Evaluate how much time they spend on my digital devices</p> <p>Identify the benefits of taking time to disconnect from digital devices</p>	<p>Identify that feelings/emotions are part of a person's health and wellbeing</p> <p>Recognise that feelings usually change throughout the day</p> <p>Give examples of everyday things that can affect feelings</p> <p>Describe what can help people to feel good/better</p>	<p>To understand why money was invented.</p> <p>To recognise that people make spending decisions based on priorities.</p> <p>To know about the different ways people can pay for things and the choices they can make.</p>

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Vocabulary	Exercise Healthy body Healthy mind	Drugs Illegal Impact Legal	Passive Prevent Smoking	Devices Digital Disconnect	Emotional Health Wellbeing	Needs Priorities Wants
	SUMMER 1 What is there to discover in North America?			SUMMER 2 What are the key geographical features of the United Kingdom?		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	Expressing Feelings	Strategies to Support Positive Mental Wellbeing	Transport	Sun Safety	The colours in me	Valuing Difference and Keeping Safe
Builds on	Year 3 - Everyday Feelings	Year 3 – Physical Activity	Year 2 - Packaging and recycling	Year 3 - Road Safety	Year 2 - Soothe my senses	Year 2 - Differences
Memory Master	As a class create a mind map to show everyday things that can affect our emotions.	Name all of the ways that exercise makes our bodies and minds feel good.	Name the different materials that can be recycled.	Role play safely crossing the road. Ensure use of the language 'stop, look, listen and think'.	Name different ways to soothe yourself when feeling dysregulated	Create a whole class chart, showing the differences between males and females.
Lesson Sequence	<p>I can name a wide range of feelings and emotions.</p> <p>I can match feelings to a scale of intensity and identify strong feelings.</p> <p>I can describe different feelings and how they are experienced in the body.</p> <p>I can recognise why it is important for people to express their feelings.</p>	<p>I can recognise that mental health is as important as physical health.</p> <p>I can understand that everyone experiences ups and downs in their mental health.</p> <p>I can identify key strategies and techniques to support positive mental wellbeing.</p> <p>I can know where to go for help if they or a friend is feeling unhappy.</p>	<p>I can explain how different forms of transport cause pollution.</p> <p>I can understand how transport can be made more environmentally friendly.</p>	<p>I can explain what ultraviolet or UV light is.</p> <p>I can explain how our skin can be damaged by UV light.</p> <p>I can explain how we can keep skin safe and healthy with some simple measures</p> <p>I can explain how sunblock or sunscreen can protect our skin.</p>	<p>I can identify my feelings.</p> <p>I can connect my own feelings and thoughts to colours.</p>	<p>I can identify that people are unique and respect those differences.</p> <p>I can explore the differences between male and female bodies.</p> <p>I can discuss appropriate and inappropriate physical contact.</p> <p>I can identify different types of families and who to go to for help and support.</p>
Composite	Create a scale to show the intensity of different emotions.	Complete a poster showing the '5 Steps to Wellbeing'.	Children will design an environmentally friendly form of transport for land, air or sea.	Create a UV detecting bracelet.	A colour wheel that represents emotions.	Learn the NSPCC PANTS acronym.

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<p>Knowledge</p>	<p>Identify that feelings/emotions are part of a person's health and wellbeing</p> <p>Recognise that feelings usually change throughout the day</p> <p>Give examples of everyday things that can affect feelings</p> <p>Describe what can help people to feel good/better</p>	<p>Name a wide range of feelings and emotions</p> <p>Match feelings to a scale of intensity and identify strong feelings</p> <p>Describe different feelings and how they are experienced in the body</p> <p>Recognise why it is important for people to express their feelings</p> <p>Recognise that mental health is as important as physical health</p> <p>Understand that everyone experiences ups and downs in their mental health</p> <p>Identify key strategies and techniques to support positive mental wellbeing</p> <p>Know where to go for help if they or a friend is feeling unhappy</p>	<p>To understand how transport can be made more environmentally friendly.</p>	<p>Explain what ultraviolet or UV light is</p> <p>Explain how our skin can be damaged by UV light</p> <p>Explain how we can keep skin safe and healthy with some simple measures</p> <p>Explain how sunblock or sunscreen can protect our skin</p>	<p>Know how to express emotions in different forms.</p> <p>To notice and name different emotions.</p>	<p>Knows and respects the body differences between themselves and others</p> <p>Names male and female body parts using agreed words</p> <p>Understands personal space and unwanted touch</p>
<p>Vocabulary</p>	<p>Affect Experience Express</p>	<p>Mental health Physical health Techniques Strategies</p>	<p>Fossil Fuels Pollution Sustainable Transport</p>	<p>Damage Protection Sunscreen Ultraviolet/UV</p>	<p>Dysregulated Soothe</p>	<p>Breasts Penis Testicles Vagina Vulva</p>

Year 4						
AUTUMN 1 Were the dark ages dark?				AUTUMN 2 Where does my food go?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	What Makes a Good Friend?	Respecting Others	Emergency Services	Resolving Conflict and Managing Negative Pressure	Everyday Safety and Basic First Aid	Unique theme each year
Builds on	Year 3 – Individual and Collective Strengths	Year 1 – Rights Responsibilities and Respect	Year 1 – Emergencies and Getting Help	Year 3 - Individual and Collective Strengths	Year 3 – Road Safety	
Memory Master	As a whole class, make a list of ways we can show teamwork	Create a mind map showing ways we can show kindness	Pupils to list the different emergency services	Revisit what makes a good team and team member.	Revisit the Stop Look and Listen road safety rule.	
Lesson Sequence	<p>I can identify the qualities of a good friend.</p> <p>I can understand that friendships change across our lifetime.</p> <p>I can describe the effects of loneliness and how to get support.</p>	<p>I can explain what respect means.</p> <p>I can understand there are limits to having freedom of opinion and speech.</p> <p>I can understand we can disagree with an opinion but still respect someone.</p>	<p>I can explain how to get help in a range of emergency situations.</p> <p>I know what information to give when calling for help.</p>	<p>I can identify how friendships support my wellbeing.</p> <p>I can explain how to manage and solve conflict.</p> <p>I can explain when and how to get support.</p> <p>I can identify what peer pressure is.</p>	<p>I can learn and practise how to keep myself and others safe.</p> <p>I can care for myself and others.</p> <p>I can learn how to safely get help in an emergency, including calling 999.</p>	
Composite	Discuss friendship scenarios and share solutions	Take part in a debate, following the 'respect rules'	Role play emergency situations and how to get help	Role-play and solve friendship conflict scenarios.	Spot the dangers 360 photo challenge.	Unique composite each year
Knowledge	<p>Identify the qualities of a good friend (on/ offline)</p> <p>Describe the effects of loneliness and how to support ourselves and others</p> <p>Understand that friendships change across our lifetime</p> <p>Identify how to manage conflict in friendships positively</p> <p>Describe how to get support</p>	<p>Explain what respect means</p> <p>Explain how to show respect in a debate</p> <p>Understand that there are limits to having freedom of opinion and speech</p> <p>Understand that we can disagree with an opinion but still respect someone</p>	<p>Know how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>	<p>Identify how friendships supports our wellbeing</p> <p>Identify some tools to build good friendships</p> <p>Explain how to manage and resolve conflict</p> <p>Explain when and how to get support</p> <p>Identify what peer pressure is</p>	<p>Learn and practise how to keep yourself and others safe.</p> <p>Learn how to care for yourself and others.</p> <p>Learn how to safely get help in an emergency, including calling 999.</p>	<p>Knows that bodies and feelings can be hurt by words and actions.</p> <p>Understands that hurtful behaviour is not acceptable.</p> <p>Names ways to report bullying</p>

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Vocabulary	Loneliness Support Qualities	Debate Disagree Opinion Respect	React Respond Situation	Conflict Peer pressure Wellbeing	Crossing Stop, Look, Listen and Think	Bullying Friendship Victim
	SPRING 1 Are dragons real?			SPRING 2 Should all crimes be punished?		
	Brook Learn	Brook Learn	Drugs and Alcohol Education	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Money choices	Volunteering and Citizenship	Alcohol	Safely Enjoying the Online World	Keeping Personal Information Safe and Private Online	What's New with Money?
Builds on	Year 3 - Spending and Saving Money	Year 3 – World of Work	Year 3 - Smoking	Year 3 - The Internet and Everyday Life	Year 4 – Safely Enjoying the Online World	Year 3 – What is Money?
Memory Master	Name different ways people can spend or save their money	Identify key skills you might need to have a job	Name strategies to prevent starting smoking	Revisit how much time is healthy to spend on devices.	Name privacy settings and how they keep us safe online.	Choose 5 items and put them in priority order in relation to spending.
Lesson Sequence	<p>I can explain how people pay for things.</p> <p>I can explain why people spend or save.</p> <p>I can identify why something might be 'good value'.</p> <p>I can identify different priorities that effect our spending decisions.</p> <p>I can use basic budgeting tools.</p>	<p>I can describe what a good citizen is.</p> <p>I can explain what volunteering means.</p> <p>I can explain how I can help and care for my family and friends.</p> <p>I can identify how I can make a difference to the planet based on my actions.</p> <p>I can make a plan of actions.</p>	<p>I can understand the effect alcohol has on the body.</p> <p>I can understand the risks related to drinking alcohol.</p> <p>I can consider how society limits the use of alcohol.</p>	<p>I can recognise when something encountered online 'doesn't feel right'.</p> <p>I can identify and resist pressurising and manipulative behaviour.</p> <p>I can identify some risks of sharing photos, videos and comments publicly.</p> <p>I can explain what privacy settings are used for and how they can help</p> <p>I can give examples of how online actions can affect others.</p>	<p>I can give examples of content which may be appropriate or inappropriate to share online.</p> <p>I can explain the possible consequences of sharing without consent.</p> <p>I can identify appropriate people to turn to for help.</p>	<p>I can understand about different ways to keep track of money.</p> <p>I can explain the different security features that money has.</p>
Composite	Discuss different choices when buying something expensive	Discussion about examples of good/bad role models in given scenarios	Creating an alcohol awareness poster.	Create a shared class poster/resource showing the new learning each child has gained.	Create a 'Support Circle'.	Designing a banknote with special security features.

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Knowledge	<p>Explain how people pay for things</p> <p>Explain why people spend or save</p> <p>Identify why something might be "good value"</p> <p>Identify different priorities that effect our spending decisions</p> <p>Use basic budgeting tools</p>	<p>Describe what a good citizen is and understand how they can be a good citizen</p> <p>Explain what volunteering means and what things they can do to volunteer in the community</p> <p>Explain how they can help and care for their friends and family</p> <p>Identify how they can make a difference to the planet based on their actions</p>	<p>Understands the effects of alcohol</p> <p>Understands the risks associated with drinking alcohol</p> <p>Names the ways that society limits the use of alcohol</p>	<p>Recognise when something encountered online 'doesn't feel right'</p> <p>Identify and resist pressurising and manipulative behaviour</p>	<p>Identify some risks of sharing photos, videos and comments publicly</p> <p>Explain what privacy settings are used for and how they can help</p> <p>Give examples of how online actions can affect others</p> <p>Give examples of content which may be appropriate or inappropriate to share online</p> <p>Explain the possible consequences of sharing without consent</p> <p>Identify appropriate people to turn to for help</p>	<p>To know about different ways to keep track of money.</p> <p>To know the different security features that money has.</p>
Vocabulary	<p>Budget</p> <p>Decisions</p> <p>Expensive</p> <p>Value</p>	<p>Citizen</p> <p>Community</p> <p>Volunteer</p>	<p>Alcohol</p> <p>Limits</p> <p>Risks</p>	<p>Content</p> <p>Manipulate</p> <p>Privacy</p> <p>Public</p>	<p>Appropriate</p> <p>Consequences</p> <p>Inappropriate</p>	<p>Accounts</p> <p>Track</p> <p>Features</p> <p>Security</p>
	<p style="text-align: center;">SUMMER 1 How does the Amazon Rainforest matter to us?</p>			<p style="text-align: center;">SUMMER 2 What makes St Dennis, St Dennis?</p>		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	<p>Understanding that not everyone is who they say they are online</p>	<p>Managing Feelings</p>	<p>Bees</p>	<p>The Environment</p>	<p>My colours</p>	<p>Growing Up</p>
Builds on	<p>Year 4 - Keeping Personal Information Safe and Private Online</p>	<p>Year 3 - Expressing Feelings</p>	<p>Year 3 - Transport</p>	<p>New Learning</p>	<p>Year 3 - The Colour in Me</p>	<p>Year 3 - Valuing Difference and Keeping Safe</p>

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Memory Master	Identify different adults and services that can support us with online safety.	Create a whole class scale to show the intensity of different emotions.	Name sustainable forms of travel.	N/A	Name strategies to help regulate emotions.	Revisit the NSPCC PANTS acronym. Who can remember what the letters stand for?
Lesson Sequence	<p>I can identify different tactics someone might use to manipulate another person online.</p> <p>I can explain what to do if someone tries to pressure or manipulate them.</p> <p>I can share ideas about how technology can be used positively.</p>	<p>I can explain how feelings and emotions can influence actions and behaviour.</p> <p>I can identify ways of coping with feelings in different situations.</p> <p>I can explain why it is important to talk about feelings and describe how this can feel.</p> <p>I can recognise that help, advice and support about feelings comes from different sources.</p>	<p>I can explain why bees are so important for the environment.</p> <p>I can explain how we can help bees to thrive.</p>	<p>I can explain what climate change is.</p> <p>I can identify different ways we can protect the environment.</p> <p>I can explain what changes we can make at home and at school to protect the environment.</p>	<p>I can understand what is meant by self-image.</p> <p>I can talk about my qualities.</p> <p>I can connect my self-image and qualities to colour.</p>	<p>I can explore the human lifecycle.</p> <p>I can identify some basic facts about puberty.</p> <p>I can explore how puberty is linked to reproduction.</p> <p>I can explore respect in a range of relationships.</p> <p>I can discuss the characteristics of a healthy relationship.</p>
Composite	Match tactics to messages that people may send online.	Role play different scenarios where emotions are heightened and the solution.	Create a bee friendly area in the school grounds.	Write a rap about the environment and the impact of climate change.	An image which is a representation of themselves in colour.	Matching pictures and statements about puberty.
Knowledge	<p>Identify different tactics someone might use to manipulate another person online</p> <p>Explain what to do if someone tries to pressure or manipulate them</p> <p>Share ideas about how technology can be used positively</p>	<p>Explain how feelings and emotions can influence actions and behaviour</p> <p>Identify ways of coping with feelings in different situations</p> <p>Explain why it is important to talk about feelings and describe how this can feel</p> <p>Recognise that help, advice and support about feelings comes from different sources</p>	To know why bees are so important.	<p>Explain what climate change is</p> <p>Identify different ways we can protect the environment</p> <p>Explain what changes we can make at home and at school to protect the environment</p>	<p>Know how to express emotions in different forms.</p> <p>To notice and name different emotions.</p>	<p>Identifies some basic facts about puberty</p> <p>Understands how puberty is linked to reproduction</p> <p>Knows that respect is important in all relationships including online</p> <p>Explains how friendships can make people feel unhappy or uncomfortable</p>

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Vocabulary	Manipulate Tactics Support	Advice Support	Eco system Pollinate Thrive	Environment Influence Protect Responsibility	Express Qualities Self-image	Changes Developing Puberty Reproduction
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Year 5						
	AUTUMN 1 What lies beyond our Earth?			AUTUMN 2 What is life like in different climate zones?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	A diverse community	Respectful relationships	Hazards and Risks	Illness	Nutrition and Healthy Eating	Unique theme each year
Builds on	Year 4 - What makes a good friend?	Year 4 - Respecting others	Year 2 – Everyday Safety	Year 2 – Hand Hygiene	Year 1 – Healthy Food Choices	
Memory Master	Timed challenge to name as many ways as possible to get support if you feel lonely or isolated.	5-minute class debate on the benefits of wearing school uniform (showing respect behaviours towards the opinions of others).	In teams create a list of as many 'hazards' as possible.	Revisit hand washing rules.	Revisit foods with a higher or lower sugar content.	
Lesson Sequence	<p>I can explain what diversity means.</p> <p>I can describe different communities we belong to.</p> <p>I can describe my personal identity.</p>	<p>I can understand how to respect differences in the community and classroom.</p> <p>I can define what self-respect is and why it is important.</p> <p>I can recognise and encourage polite, respectful relationships.</p>	I can identify hazards in the home that could cause harm or injury.	<p>I can explain what it feels like when we are unwell.</p> <p>I can explain what the immune system is.</p> <p>I can describe different ways to keep our body healthy.</p> <p>I can understand how some medications and vaccinations can help to keep us healthy.</p> <p>I can identify who can help us when we are feeling unwell.</p>	<p>I can identify the different food groups in a balanced diet.</p> <p>I can explain what foods are not healthy and reasons why.</p> <p>I can plan a healthy meal.</p>	
Composite	Produce a mind map of their personal identity	Write a short paragraph explaining respect	Draw a room in your home showing potential hazards	Create a wordsearch using they key vocabulary taught about illness.	In groups, design a healthy school lunches menu.	Unique composite each year
Knowledge	<p>Describe the different communities that we belong to</p> <p>Explain what diversity means</p>	Understand how to respect differences within the community and classroom	Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.	Explain what it feels like when we are unwell	Be able to identify the different food groups in a balanced diet	Knows that bodies and feelings can be hurt by words and actions.

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	Describe my personal identify in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected Identify the features of a positive family life Recognising similarities and differences between people in the community	Defines what self-respect is and why this is important Recognises how to have and encourage polite, respectful relationships		Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell	To explain what foods are not healthy and reasons why Be able to plan a healthy meal	Understands that hurtful behaviour is not acceptable. Names ways to report bullying
Vocabulary	Community Diversity Personal identity	Respectful Self-respect	Assess Hazard Injury Potential	Immune system Medication Vaccination	Carbohydrate Dairy Balanced Diet	Bullying Friendship Victim
	SPRING 1 What impact did the Industrial Revolution have on Cornish tin mining?			SPRING 2 When and why did the Maya disappear?		
	Brook Learn	Brook Learn	Drug and Alcohol Education	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Puberty – Bodies and Reproduction	Changes	Legal and Illegal Drugs	Online Content	Online Contact	Why is money so important?
Builds on	New learning	Year 5 - Puberty – Bodies and Reproduction	Year 4 - Alcohol	Year 4 - Understanding that not everyone is who they say they are online	Year 5 – Online Content	Year 4 - What's new with money?

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Memory Master	N/A	Name keys facts about reproduction and pregnancy	Name the effects and risks of drinking alcohol	Share ideas about how technology can be used positively and negatively.	Revisit the 'Trustworthy Checklist'.	Draw or write about different ways you can pay.
Lesson Sequence	<p>I can identify parts of external genitalia and internal reproductive organs</p> <p>I can understand that everyone's bodies are different and we should respect this</p> <p>I can describe key facts about reproduction and pregnancy</p> <p>I can ask for help with questions about my bodies</p>	<p>I can define what puberty means</p> <p>I can understand that everyone will experience puberty differently</p> <p>I can identify key changes which happen during puberty</p> <p>I can understand what menstruation is</p> <p>I can understand where to go for help and support around puberty and their bodies</p>	<p>I can explore a range of legal and illegal drugs, their risks and effects.</p> <p>I can consider children's attitudes and beliefs about drug use and drug users.</p> <p>I can consider strategies to resist drug use.</p>	<p>I can understand that not everything online is trustworthy.</p> <p>I can recognise some of the differences between fact and opinion.</p> <p>I can describe how to make decisions on what they trust online using agreed criteria.</p>	<p>I can recognise that it is their own choice to accept something online.</p> <p>I can recognise ways that people may seek to persuade me online.</p> <p>I can explain what to do if I have any concerns about something I experience online.</p>	<p>I can understand the risks associated with money.</p> <p>I can recognise that people's spending decisions can affect others and the environment.</p> <p>I can recognise that people have different attitudes about spending and saving money.</p>
Composite	Ordering cards to show the stages of reproduction and pregnancy	True or false quiz about menstruation	Create a piece of drama showing how to manage a pressure situation.	Create a checklist to judge the trustworthiness of online content.	In groups create a 'diamond 9' showing most to least trustworthy messages.	Invent a fun business idea to make money (link to computing spreadsheets)
Knowledge	<p>Correctly identify parts of external genitalia and internal reproductive organs</p> <p>Understand that everyone's bodies are different and we should respect this</p> <p>Describe key facts about reproduction and pregnancy</p>	<p>Define what puberty means</p> <p>Understand that everyone will experience puberty differently</p> <p>Identify key changes which happen during puberty</p> <p>Understand what menstruation is</p> <p>Understand where to go for help and support around puberty and their bodies</p>	<p>Names a range of legal and illegal drugs, their risks and their effects</p> <p>Understand children have different attitudes and beliefs about drug use and drug user</p> <p>Knows strategies to resist drug use</p>	<p>Understand that not everything online is trustworthy</p> <p>Recognise some of the differences between fact and opinion</p>	<p>Describe how to make decisions on what they trust online using agreed criteria</p> <p>Recognise that it is their own choice to accept something online</p> <p>Recognise ways that people may seek to persuade them online</p> <p>Know what to do if they have any concerns about something they experience online</p>	<p>To understand the risks associated with money.</p> <p>To recognise that people's spending decisions can affect others and the environment.</p> <p>To recognise that people have different attitudes about spending and saving money.</p>

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Vocabulary	Menstruation Puberty Reproduction	Organs Pregnancy Reproductive	Attitudes Beliefs Effects	Responsibility Trustworthy	Concerns Experience Persuasion	Attitudes Spending
	SUMMER 1 Where can we see the influence on Ancient Greece today?			SUMMER 2 How do rivers impact the lives of people around the world?		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	Mental Health and Keeping Well	Managing Challenges and Change	Climate Change	Exploring Risk in Everyday Situations	World of Colour	Puberty
Builds on	Year 5 - Illness	Year 4 - Managing Feelings	Year 4 - Bees	Year 4 - Everyday Safety and Basic First Aid	Year 4 - My colours	Year 4 - Growing Up
Memory Master	Name ways that we keep our bodies healthy to prevent illness.	Circle Time slide – How do we keep ourselves (including emotionally) safe?	Name different ways that bees are important for the environment.	Role play an emergency situation. What should you do? Who should you call to help?	Share positive attributes and qualities about themselves and others.	Create a whole class image of a human lifecycle.
Lesson Sequence	<p>I can explain what is meant by the term 'mental health'.</p> <p>I can identify everyday behaviours that can help to support mental (and physical) health.</p> <p>I can recognise that we can take care of our mental health (as well as our physical health).</p>	<p>I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</p> <p>I can recognise conflicting emotions and when these might be experienced.</p> <p>I can explain how feelings and emotions change over time.</p> <p>I can identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.</p>	<p>I can explain what climate change is.</p> <p>I can explain how we can prevent climate change.</p>	<p>I can assess how risky different everyday activities are.</p> <p>I can describe how important it is to 'stop and think' before taking a risk.</p> <p>I can explain what makes a risk worth taking and what makes it too risky.</p>	<p>I can describe how music makes me feel.</p> <p>I can match my emotions to colours.</p>	<p>I can explore the physical and emotional changes that happen during puberty.</p> <p>I can understand male and female puberty changes in more detail.</p> <p>I can explore the impact of puberty on the body and the importance of physical hygiene.</p> <p>I can explore ways to get support during puberty.</p>

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Composite	Create a Ven diagram showing how we can support our mental health and physical health	Create a mind map of your personal support network and positive actions to take.	Create an image showing how Earth is being impacted by climate change.	Rating different scenarios according to their risk	A colourful image to represent how music makes me feel	Play 'Puberty True or False' and record responses.
Knowledge	<p>Explain what is meant by the term 'mental health'</p> <p>Identify everyday behaviours that can help to support mental (and physical) health</p> <p>Recognise that we can take care of our mental health (as well as our physical health)</p> <p>Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</p>	<p>Recognise conflicting emotions and when these might be experienced</p> <p>Explain how feelings and emotions change over time</p> <p>Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network</p>	To know what climate change is and how the earth is being impacted.	<p>Assess how risky different everyday activities are</p> <p>Describe how important it is to 'stop and think' before taking a risk</p> <p>Explain what makes a risk worth taking and what makes it too risky</p>	<p>Know how to express emotions in different forms.</p> <p>To notice and name different emotions.</p>	<p>Explains the main physical and emotional changes that happen during puberty</p> <p>Asks questions about puberty with confidence</p> <p>Understands how puberty affects the reproductive organs</p> <p>Describes what happens during menstruation and sperm production</p> <p>Understands the impact of puberty on the body and the importance of physical hygiene</p> <p>Understands ways to get support during puberty</p>
Vocabulary	Emotional Mental Physical	Conflict Impact Network	Climate Environment Pollution Prevent	Assess Risk Situation	Express Emotions Represent	Menstruation Ovulation Puberty Sperm

Year 6

Year 6						
	AUTUMN 1 Why is Earth so angry?			AUTUMN 2 How was the Battle of Britain a turning point in World War II?		
	Brook Learn	Brook Learn	Stay Safe Week	Brook Learn	Brook Learn	Antibullying Week
Lesson	Different types of families	Healthy and harmful relationships	Railway safety	Keeping your body safe (part 1)	Keeping your body safe (part 2)	Unique theme each year
Builds on	Year 5 - Diverse communities	Year 4 - Resolving conflict and managing negative pressure	New Learning	Year 1 - Our Bodies and Boundaries	Year 6 - Keeping your body safe	
Memory Master	Timed challenge to name as many ways as possible that people and communities are diverse.	Create a mind map showing the qualities of a good friend.	Roleplay how to get help in an emergency situation.	Revisit NSPCC PANTS rule.	Revisit definitions of safe, unsafe and unwanted touch.	
Lesson Sequence	<p>I can identify different family structures.</p> <p>I can identify the shared characteristics of a healthy family life.</p> <p>I can explain how to get support if a family relationship is making me unhappy.</p>	<p>I can identify harmful behaviours in a relationship.</p> <p>I can explain what forced marriage is and how to get support.</p> <p>I can understand where to go for help or support with harmful behaviour.</p>	<p>I can recognise safety signs at a railway station and explain what they mean.</p>	<p>I can define safe and unsafe.</p> <p>I can identify which parts of the body are private.</p> <p>I can define inappropriate or unwanted touch.</p> <p>I can recognise the right of each individual to decide who can touch their body, where and in what way.</p> <p>I can identify places and people who can offer help if we are feeling unsafe.</p>	<p>I can recognise the right of each individual to decide who can touch their body, where, and in what way.</p> <p>I can explain consent.</p> <p>I can recognise the importance of permission seeking/giving behaviour, and how this can be communicated.</p> <p>I can identify places and people who can offer help if we are feeling unsafe.</p>	
Composite	Children share family demographics with the class and discuss diversity within families.	Discuss the healthy and harmful scenarios and decide outcomes for these.	Complete the quiz to match signs and their meanings	Pupils create a body outline showing areas that are private. Handprint showing 5 people they can go to for help.	Pupils to role play consent scenarios.	Unique composite each year
Knowledge	<p>Identify the shared characteristics of healthy family life</p> <p>Explain different types of romantic relationships</p>	<p>Identify on/ offline bullying and how to manage this</p> <p>Identify some harmful behaviours in a relationship</p>	Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.	<p>Define safe and unsafe.</p> <p>Identify which parts of the body are private.</p>	<p>Recognise the right of each individual to decide who can touch their body, where, and in what way.</p> <p>Can explain consent.</p>	<p>Knows that bodies and feelings can be hurt by words and actions.</p> <p>Understands that hurtful behaviour is not acceptable.</p>

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	<p>Identify why some people chose to marry or have a civil partnership</p> <p>Identify different family structures and the similarities between these families</p> <p>Explain how to get support if a family relationship is making me feel unhappy or unsafe</p>	<p>Explain what forced marriage is and how to get support</p> <p>Define stereotype and discrimination and some strategies to challenge this</p> <p>Understand where to go for help or support with harmful behaviour</p>		<p>Define inappropriate or unwanted touch.</p> <p>Recognise the right of each individual to decide who can touch their body, where and in what way.</p> <p>Identify places and people who can offer help if we are feeling unsafe.</p>	<p>Recognise the importance of permission seeking/giving behaviour, and how this can be communicated.</p> <p>Identify places and people who can offer help if we are feeling unsafe.</p>	<p>Names ways to report bullying</p>
Vocabulary	<p>Civil Partnership</p> <p>Family structure</p> <p>Marriage</p> <p>Romantic</p>	<p>Bullying</p> <p>Discrimination</p> <p>Harmful</p> <p>Stereotype</p>	<p>Crossing</p> <p>Dangers</p> <p>Pedestrian</p> <p>Railway</p>	<p>Inappropriate</p> <p>Private</p>	<p>Communication</p> <p>Consent</p> <p>Permission</p> <p>Unwanted touch</p>	<p>Bullying</p> <p>Friendship</p> <p>Victim</p>
	<p style="text-align: center;">SPRING 1 Do we agree with Darwin's theory of evolution?</p>			<p style="text-align: center;">SPRING 2 What were the Ancient Egyptians most significant achievements?</p>		
	Brook Learn	Brook Learn	Drug and Alcohol Education	Brook Learn	Brook Learn	Money and Careers Week
Lesson	Spending Decisions	Exploring Risk in Relations to Gambling	Preventing Early Use	Online Friendships and Keeping Safe	Skills for using the Internet safely	Managing my money
Builds on	Year 4 – Money Choices	Year 6 - Spending Decisions	Year 5 – Legal and Illegal Drugs	Year 5 - Who Contacts You Online?	Year 6 - Online Friendships and Keeping Safe	Year 5 - Why is money so important?
Memory Master	Name ways and reasons that people spend or save	Name ways that spending decisions can affect wellbeing	Name a range of legal and illegal drugs	What might concern you online and how would you get support?	Create a 'web' to show how pictures can be shared with others online.	Show three ways that you can be wise with money.
Lesson Sequence	<p>I can identify ways to keep money safe from loss or theft.</p> <p>I can explain how money impacts well-being.</p> <p>I can identify how spending decisions affect others including the environment and supporting charities.</p>	<p>I can explain risk in relation to gambling.</p> <p>I can identify how winning or losing can affect a person's feelings and what makes someone want to take the risk.</p>	<p>I can understand the effects, risks and law relating to cannabis.</p> <p>I can understand the risk of volatile substance misuse.</p> <p>I can be aware of the options for getting help, support and advice.</p>	<p>I can understand the dangers of taking personal photographs and sharing them online.</p>	<p>I can understand the dangers of chatting to strangers online.</p>	<p>I can understand the different ways to keep track of money.</p> <p>I can understand what influences people's spending decisions.</p>

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		<p>I can describe what can influence someone to gamble or feel pressure to do so.</p> <p>I can recognise who to ask for help if concerned about gambling or the pressure to do something like gambling.</p>				
Composite	Create a fundraising poster	Discussion cards and solving scenarios	Discussing and solving scenarios	Debate scenarios related to sharing images online.	Create a list of 'rules' to protect themselves online.	Create a weekly budget sheet for yourself or a famous character.
Knowledge	<p>Identify ways to keep money safe from loss or theft</p> <p>Explain how money impacts well-being</p> <p>Identify how spending decisions affect others including the environment and supporting charities</p>	<p>Explain risk in relation to gambling</p> <p>Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk</p> <p>Describe what can influence someone to gamble or feel pressure to do so</p> <p>Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p>	<p>Understands the effects, risks and law relating to cannabis</p> <p>Knows the risks of volatile substance abuse</p> <p>Knows options for getting help, advise and support for substance misuse</p>	Understand the dangers of taking personal photographs and sharing them online	Understand the dangers of chatting to strangers online	<p>To understand the different ways to keep track of money.</p> <p>To understand what influences people's spending decisions.</p>
Vocabulary	<p>Charity</p> <p>Fundraise</p> <p>Theft</p>	<p>Influence</p> <p>Gambling</p> <p>Pressure</p>	<p>Cannabis</p> <p>Substance abuse</p> <p>Substance misuse</p> <p>Volatile</p>	<p>Appropriate</p> <p>Personal</p> <p>Sharing</p>	<p>Chat room</p> <p>Strangers</p> <p>Protect</p>	<p>Budget</p> <p>Income</p> <p>Influence</p>
	<p style="text-align: center;">SUMMER 1</p> <p style="text-align: center;">Who was responsible for the sinking of the Titanic?</p>			<p style="text-align: center;">SUMMER 2</p> <p style="text-align: center;">Why is the fishing industry so important to local communities?</p>		
	Brook Learn	Brook Learn	Environment Week	Brook Learn	Healthy Week	RSHE Week
Lesson	Social Media	Feelings and Common Anxieties When Changing Schools	Sustainable Development	Changing Schools	Share your worries	Puberty, Relationships and Reproduction

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Builds on	Year 6 - Skills for Using the Internet Safely	Year 5 - Managing Challenges and Change	Year 5 – Climate Change	Year 6 - Feelings and Common Anxieties When Changing Schools	Year 5 – World of Colour	Year 5 - Puberty
Memory Master	Discuss the potential dangers of speaking to strangers online.	Create a timeline, showing how emotions might change through the course of a day.	Name different ways that climate change is having an impact on our planet.	Name emotions that you might encounter when changing schools and where you can get support.	Listen to a range of music and describe the emotions you feel.	Create a class list of things that happen to male and female bodies during puberty.
Lesson Sequence	<p>I recognise what wellbeing and social media mean.</p> <p>I can describe actions a person can take to look after their wellbeing with a balance of online and offline activities.</p> <p>I can evaluate the positives and negatives of social media.</p>	I can identify feelings people might experience when starting a new school / moving to secondary school (KS3).	<p>I can explain what sustainable development is.</p> <p>I can promote sustainability.</p>	<p>I can identify the differences between primary and secondary school.</p> <p>I can describe how it might feel to move to a secondary school.</p> <p>I can explain different ways of managing change.</p>	<p>I can define what a worry is.</p> <p>I can identify people I can talk to if I am worried.</p> <p>I can understand how sharing worries can help us.</p>	<p>I can consider puberty and reproduction.</p> <p>I can explore the importance of communication and respect in relationships.</p> <p>I can consider different ways that people might start a family.</p> <p>I can explore positive and negative ways of communicating in a relationship.</p>
Composite	Create a wellbeing action plan	Circle Time about the worries pupil are experiencing about changing schools.	Create posters/images/labels to go around school to promote sustainability. For example switching off lights, using less water, reducing waste etc.	Create a class collage of strengths.	Create a worry doll.	Ordering (and recording) of 'conception cards'
Knowledge	<p>Recognise what wellbeing and social media mean</p> <p>Describe actions a person can take to look after their wellbeing with a balance of online and offline activities</p> <p>Evaluate the positives and negatives of social media</p>	<p>Identify feelings people might experience when starting a new school / moving to secondary school (KS3)</p> <p>Identify ways to positively manage the move to secondary school (KS3)</p> <p>Identify the differences between primary and secondary school</p>	To know how to promote sustainability.	<p>Recognise common causes of worry, challenges and opportunities that may be part of this transition</p> <p>Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them</p>	<p>Know how to express emotions in different forms.</p> <p>To notice and name different emotions.</p>	<p>Explains differences between healthy and unhealthy relationships</p> <p>Knows that communication and permission seeking is important</p> <p>Describes why the body changes in puberty in preparation for reproduction</p> <p>Talks about puberty and reproduction with confidence</p>

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		<p>Describe how it might feel to move to secondary school</p> <p>Explain different ways of managing change</p>				<p>Describes the decisions that have to be made before having children</p> <p>Knows some basic facts about conception and pregnancy</p> <p>Understands when it is appropriate to share personal/private information in a relationship</p> <p>Knows how and where to get support if an online relationship goes wrong</p>
Vocabulary	<p>Balance</p> <p>Reliability</p> <p>Social media</p> <p>Sources</p>	<p>Challenges</p> <p>Manage</p> <p>Transition</p>	<p>Environmental impact</p> <p>Responsibility</p> <p>Sustainability</p>	<p>Change</p> <p>Reliability</p> <p>Transition</p>	<p>Emotions</p> <p>Express</p> <p>Represent</p>	<p>Conception</p> <p>Consequences</p> <p>Puberty</p> <p>Relationships</p>