

Foundation Stage						
Learning Area:	Autumn 1 Mental Wellbeing	Autumn 2 Me and My Family	Spring 1 Respectful Relationships	Spring 2 Healthy Me	Summer 1 Keeping Safe	Summer 2 What Makes Me Special Transition
Self-Regulation	<p>What feelings do I have?</p> <p>How can I show my feelings?</p> <p>What will help me when a feeling gets to big?</p> <p>Is my behaviour appropriate?</p>	<p>What makes me special?</p> <p>Who is in my family?</p>				<p>What have I achieved in my first year at school?</p> <p>Why is it good to be me?</p> <p>What do I want to achieve in Year 1?</p> <p>What can I do when things get tricky?</p>
Managing Self				<p>Why should I exercise?</p> <p>Why should I eat healthy food?</p> <p>Why is sleep important?</p> <p>How much screen time should I have?</p>	<p>When and why do we wash our hands?</p> <p>Why do we brush our teeth?</p> <p>Why do we have rules?</p> <p>How do I stay safe outside?</p>	
Building Relationships		<p>How do I know my family loves me?</p>	<p>What makes a good friend?</p> <p>What do I can I do if my friend is sad?</p> <p>What do I do if my friend makes me feel sad?</p> <p>What is bullying?</p>			

Additional required Lessons		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anti-Bullying – within topic	<b>Autumn 1</b> <u>Mental Wellbeing</u> (Compulsory)  <b>Mental Wellbeing</b>	<b>In this topic we cover:</b> - identifying different emotions - finding strategies to help manage our emotions - the ways we can help ourselves when our mental health becomes impacted negatively - loss and bereavement, and how we can remember people we have lost in a positive way					
Family concerns – within topic	<b>Autumn 2</b> <u>Respectful Relationships</u> (Compulsory)  <b>Caring Relationships</b>  <b>Respectful Relationships</b>  <b>Families and People Who Care for Me</b>	<b>In this topic we will cover:</b> - what makes a good friend - respecting each other's differences - how to treat others - identifying bullying - how are families are different and how we show care - what to do if a relationship makes us uncomfortable	<b>In this topic we cover:</b> - resolving conflicts within friendships - respecting each other's differences - identifying bullying. - how are families are different and how we show care - what to do if a relationship makes us uncomfortable	<b>In this topic we cover:</b> - how friendships change over time - respecting each other's differences - how to treat others - identifying bullying. - how are families are different - how we show care - what to do if a relationship makes us uncomfortable	<b>In this topic we cover:</b> - how friendships change over time - respecting each other's differences - how to treat others - identifying bullying. - how are families are different - how we show care - what to do if a relationship makes us uncomfortable	<b>In this topic we cover:</b> - how to manage peer influences both online and offline - respecting each other's opposing beliefs and opinions - identifying bullying. - how are families are different and how we show care - different types of commitments - what to do if a relationship makes us uncomfortable	In this topic we cover: - how to manage peer influences both online and offline - respecting each other's opposing beliefs and opinions - identifying bullying. - how are families are different and how we show care - what to do if a relationship makes us uncomfortable
Family concerns	<b>Spring 1</b> <u>Healthy Me</u> (Compulsory)  <b>Physical Health</b>  <b>Healthy Eating</b>  <b>Health and Prevention</b>  <b>Drugs, Alcohol and Tobacco (excluding Yr. 1 and Yr. 3)</b>  <b>Basic First Aid</b>	<b>In this topic we cover:</b> - what it means to be healthy and to have a healthy lifestyle - how to create a healthy plate - staying safe in the sun - good dental and body hygiene - how medicines can help us - how to dial 999 and what to say	<b>In this topic we cover:</b> - the effects of an inactive lifestyle - the risks of eating too much sugar - the importance of sleep - how different medicines effect the body both positively and negatively - how to manage an accident at school	<b>In this topic we cover:</b> - how a healthy lifestyle can improve their physical health - the elements of a healthy lifestyle and how to use information on packaging to make an informed decision - what it means to be in good physical health and recognising signs of illness - sun safety - how good hygiene routines prevent the spread of bacteria and viruses - the risks and effects of legal drugs - how to contact the emergency services	<b>In this topic we cover:</b> - the importance of regular exercise - what makes a healthy lifestyle and how to plan a healthy menu - what it means to be in good physical health and recognising signs of illness - the importance of good sleep routines - the importance of taking medicine and using household products correctly - how allergies affect others and how they are managed - how to assess whether emergency services need to be phoned	<b>In this topic we cover:</b> - how habits can have both positive and negative effects on a healthy lifestyle - choices and influences that effect a healthy lifestyle - what it means to be in good physical health and recognising signs of illness - the importance of oral hygiene and the impact life choices can have on this - how good hygiene routines prevent the spread of bacteria and viruses - the laws around the use of drugs - how to manage basic first aid themselves	<b>In this topic we cover:</b> - identifying how and when they may need support with their health - the risks associated with not eating a healthy diet - what it means to be in good physical health and recognising signs of illness - the importance of taking medicine and using household products correctly - how allergies affect others and how they are managed - how the media can give mixed messages about legal and illegal drugs and where they can get support - how to manage basic first aid and identify allergic reactions, choking and head injuries

Additional required Lessons		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anti-Bullying – within topic	<p style="text-align: center;"><b>Spring 2</b> <u>E-Safety</u> (Compulsory)</p> <p style="text-align: center;"><b>Online Relationships</b></p> <p style="text-align: center;"><b>Internet Safety and Harms</b></p>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- knowing not everything that they see on the internet is true</li> <li>- knowing anyone can post something online</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- knowing some of the issues that may come up online</li> <li>- understanding how to report a problem</li> <li>- knowing who to report a problem to</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- understanding what to do if children see something frightening or worrying online</li> <li>- understanding when and how to report something</li> <li>- who to report a problem to</li> </ul>	<p><b>In this topic we cover:</b></p> <ul style="list-style-type: none"> <li>- managing requests for personal information</li> <li>- when to report problems to an adult</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- how to report concerns if seeing something inappropriate online</li> <li>- how to report seeing something inappropriate online and to an adult</li> </ul>	<p><b>In this topic we cover:</b></p> <ul style="list-style-type: none"> <li>- know how information is shared online through Wikipedia and unreliable sources</li> <li>- how information is manipulated and ranked to appear in a specific order</li> <li>- how information and images can be manipulated online to show what others want you to believe</li> <li>- how to assess the reliability of information that is seen or read</li> <li>- how to report concerns online and to an adult</li> </ul>
Family concerns	<p style="text-align: center;"><b>Summer 1</b> <u>Me, Myself and I</u> (Compulsory)</p> <p style="text-align: center;"><b>Changes in Adolescent Bodies</b></p> <p style="text-align: center;"><b>Being Safe</b></p>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- how people's needs change as they grow</li> <li>- the roles different people play in our lives</li> <li>- the importance of not sharing adult's secrets</li> <li>- recognising that some things are private and the importance of respecting privacy</li> <li>- knowing that the parts of our body covered by underwear are private</li> <li>- knowing how to respond to adults that that they don't know in a safe way</li> <li>- knowing how to respond safely to adults they don't know.</li> <li>- basic techniques for resisting pressure to do something they don't want to do</li> <li>- what to do if they feel unsafe or worried for themselves or others.</li> <li>- who to ask for help and vocabulary to use when asking for help</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- a recap of all learning from year 1</li> <li>- the names of the main parts of the body including external genitalia</li> <li>- knowing there are situations when their permission should be sought</li> <li>- when to ask for permission</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- as they grow, children could get sweeter, get spots and have body odour</li> <li>- knowing that emotions can change during puberty</li> <li>- privacy and personal boundaries</li> <li>- what is appropriate in friendships and wider relationships (including online)</li> <li>- how to respond safely and appropriately to adults they encounter who they do not know</li> <li>-where to get advice and report concerns if worried about their own or someone else's personal safety</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- identifying the external physical changes that happen during puberty</li> <li>- knowing where to get information, help and advice about growing and changing, especially about puberty</li> <li>- keeping something confidential or secret and when this should or should not be agreed to</li> <li>- when it is right to break a confidence or share a secret</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- knowing the names for internal and external genitalia</li> <li>- knowing they key facts about a menstrual cycle</li> <li>- knowing that an erection happens and why males have wet dreams</li> <li>- recognise different types of physical contact and knowing what is acceptable and unacceptable</li> <li>-strategies to respond to unwanted physical contact</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- recapping all previous learning from year 5</li> <li>- knowing where to get advice and report concerns if worried about their own or someone else's personal safety</li> <li>- understanding that female genital mutilation (FGM) is against British law and what to do and who to tell if they think that they or someone that they know may be at risk</li> </ul>

		- the importance of keeping trying until they are heard.					
Anti-Bullying	<p><b>Summer 2</b> <u>Extra!</u> (Non-Compulsory)</p> <p><b>Our Community (excluding Yr. 5)</b></p> <p><b>Transition</b></p>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- how people and living things have needs</li> <li>- the responsibilities of caring for them</li> <li>- people whose job it is to keep us safe</li> <li>- what rules are, why they are needed, and why different rules are needed for different situations</li> <li>- how to keep safe at home and fire safety</li> <li>- recognising risk in simple everyday situations and how to minimise harm</li> <li>- how household products (including medicines) can be harmful if not used correctly</li> <li>- preparing to move to a new class/year group</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- what money is</li> <li>- the forms that money comes in</li> <li>- Knowing that money comes from different sources</li> <li>- knowing that money needs to be looked after and different ways of doing this</li> <li>- understanding that people make different choices about how to save and spend money</li> <li>- the difference between needs and wants</li> <li>- knowing that sometimes people may not be able to have what they want</li> <li>- knowing that jobs help people to earn money and pay for things</li> <li>- different jobs that people they know and people in the community do</li> <li>- some of the strengths and interests that people may need to do different jobs</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- recognising human rights and knowing that they protect everyone</li> <li>- know about the relationship between rights and responsibilities</li> <li>- the importance of having compassion towards others</li> <li>- shared responsibilities that we all have for caring for other people and living things</li> <li>- showing care and concern for others</li> <li>- ways of carrying out shared responsibilities for protecting the environment in school and at home</li> <li>- know how everyday choices can affect the environment</li> <li>- transition between classes and key stages</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- diversity</li> <li>- the benefits of living in a diverse community</li> <li>- valuing diversity within communities</li> <li>- the new opportunities and responsibilities that increasing independence may bring</li> <li>- hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>- how to predict, assess and manage risk in different situations</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- the different ways to pay for things and the choices people have about this</li> <li>- recognising that people have different attitudes towards saving and spending money</li> <li>- what influences people's decisions</li> <li>- what makes something good value for money</li> <li>- knowing that people's spending decisions can affect others and the environment</li> <li>- recognising that people make spending decisions based on priorities, needs and wants</li> <li>- different ways to keep track of money</li> <li>- risks associated with money, including gambling</li> <li>- identifying the ways that money can impact on people's feelings and emotions</li> </ul>	<p><b>In this topic, we cover:</b></p> <ul style="list-style-type: none"> <li>- that there are a broad range of jobs and different careers that people have</li> <li>- people often have more than one job/career during their life</li> <li>- stereotypes in the work place</li> <li>- what might influence people's decisions about a job or career</li> <li>- that some jobs are paid more than others and that money is one factor which may influence a person's job or career choice</li> <li>- knowing that people may choose to do voluntary work which is unpaid</li> <li>- some of the skills that will help in future careers</li> <li>- identifying the kind of job that they might like to do when they are older</li> <li>- recognising a variety of routes into careers</li> <li>- positive things about themselves and achievements</li> <li>- setting goals to help achieve personal outcomes</li> <li>- how to manage setbacks and perceived failures</li> </ul>