

Term / Key Question	Topic	Intent (what pupils will learn)
Year 3		
Autumn How can we be a good friend?	Relationships Friendship: making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • How to recognise if others are feeling lonely & excluded & strategies to include them • How to build good friendships, including identifying qualities that contribute to positive friendships • That friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. • How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Autumn What keeps us safe?	Health and wellbeing Keeping safe at home & at school Hygiene Medicines & household products	<ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • How to keep their body protected and safe, e.g. wearing a helmet, seatbelt, protective clothing and stabilizers • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • How to recognise & respond to pressure that makes them feel unsafe or uncomfortable online • How everyday health and hygiene rules and routines help people stay healthy (including how to manage medicines, such as for allergies or asthma, and other household products, responsibly) • How to react and respond if there is an accident and how to deal with minor injuries, e.g. scratches, grazes and burns. • What to do in an emergency, including calling for help and speaking to the emergency services.
Spring What are families like?	Relationships Families; family life; caring for each other	<ul style="list-style-type: none"> • How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster & adoptive parents) • How common features of positive family life often include shared experiences e.g. shared celebrations, special days or holidays • How people with families should care for each other and the different ways they demonstrate this • How to ask for help or advice if family relationships are making them feel unhappy, worried or sad.
Spring What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others	<ul style="list-style-type: none"> • How they belong to different groups and communities, e.g. friendship, faith, clubs, classes. • What is meant by a diverse community; how different groups make up the wider / local community around the school • How the community helps everyone to feel included and values the different contributions that people make • How to be respectful towards people who may live differently to them
Summer Why should we keep active and well?	Health and well-being Being healthy: Keeping active taking rest	<ul style="list-style-type: none"> • How regular physical activity benefits bodies and feelings • How to be active on a daily and weekly basis – how to balance time online with other activities • How to make choices about physical activity, including what and who influences decisions • How the lack of physical activity can affect health and wellbeing • How the lack of sleep can affect the mood and the body and simple routines that support good quality sleep • How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

<p>Summer How do we treat each other with respect?</p>	<p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p>	<p>How people’s behaviour affects themselves and others, including online How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return About the relationship between rights and responsibilities About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise) or not agreed to and when to tell (e.g. when someone is or could be upset or hurt) The rights that children have and why it is important to protect these That everyone would feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>
<p>Year 4</p>		
<p>Autumn How do we treat each other with respect?</p>	<p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p>	<p>How people’s behaviour affects themselves and others, including online How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return About the relationship between rights and responsibilities About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise) or not agreed to and when to tell (e.g. when someone is or could be upset or hurt) The rights that children have and why it is important to protect these That everyone would feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>
<p>Autumn Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing Being healthy: eating well, dental care</p>	<ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods • How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular trips to the dentist • How not eating a balanced diet can affect health, including the impact of too much sugar / acidic drinks on dental health • How people make choices about what to eat and drink, including who or what influences these
<p>Spring What strengths, skills and</p>	<p>Health and wellbeing Self-esteem: self-worth; personal</p>	<ul style="list-style-type: none"> • How to recognise personal qualities and individuality • To develop self-worth by identifying positive things about themselves and their achievements • How their personal attributes, strengths, skills and interests contribute to their self-esteem

interests do I have?	qualities; goal setting; managing set backs	<ul style="list-style-type: none"> • How to set goals for themselves • How to manage when there are step-backs, learn from mistakes and reframe unhelpful thinking • How to keep safe in the local environment and less familiar locations (electricity, rail, water, road, fire / fireworks, sun) and the safe use of digital devices when out and about •
Spring How do we pay for things?	Living in the Wider World Money; making decisions, spending and saving	<ul style="list-style-type: none"> • How money works; bank accounts, cash and cards • How borrowing works; mortgages, loans, hire purchase • How salaries work; tax, N.I. costs of living
Summer How can our choices make a difference to others and the environment?	Living in the Wider World Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them • How everyday choices can affect the environment • How what people choose to buy and spend money on can affect others and the environment (Fair Trade, single use plastic, charity, sustainable clothing) • The skills and vocabulary to share their thoughts and ideas and opinions in discussion about topical issues • How to show concern and care for others • How to carry out personal responsibilities in a caring and compassionate way
Summer What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities & differences; individuality; stereotypes	<ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others • That there are a range of factors that contribute to a person's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • How to challenge stereotypes and assumptions about others
Year 5		
Autumn How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk	<ul style="list-style-type: none"> • How to recognise, predict, assess and manage risks in different situations • How to keep safe in the local environment and less familiar locations (electricity, rail, water, road, fire / fireworks, sun) and the safe use of digital devices when out and about • How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • How online actions can impact on other people • How to keep safe online, including managing requests for personal information and recognising what is appropriate and what is not appropriate to share online • How to report concerns, including about inappropriate online content and contact

		<ul style="list-style-type: none"> • That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.
Autumn How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • That if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
Spring What decisions can people make with money?	Living in the Wider World Money; making decisions; spending and saving	<ul style="list-style-type: none"> • How people make decisions about spending and saving money and what influences them • How on keep track of money so people know how much they have to spend or save • How people make choices about ways of paying for things they want and need (e.g. from current account / savings; store card/ credit cards; loans) • How to recognise what makes something 'value for money' and what this means to them • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Spring How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety	<ul style="list-style-type: none"> • About the different types of relationships people have in their lives • How friends and family communicate together; how the internet and social media can be used positively • How knowing someone online differs from knowing someone face-to-face • How to recognise risk in relation to friendships and keeping safe • About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • How to respond if a friendship is making them feel worried, unsafe or uncomfortable • How to ask for help or advise or respond to pressure, inappropriate contact or concerns about personal safety
Summer How will we change and grow?	Health and wellbeing Growing and changing; puberty	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty
Summer What jobs would I like?	Living in the Wider World Careers, aspirations; role models; the future	<ul style="list-style-type: none"> • That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • That some jobs are paid more than others and some may be voluntary (unpaid) • About the skills, attributes, qualifications and training needed for different jobs • That there are different ways into jobs and careers, including college, apprenticeships and university • How people chose a career/ job and what influences their decision, including skills, interests and pay • How to question and challenge stereotypes about the types of jobs people can do

		<ul style="list-style-type: none"> • How they might choose a career / job for themselves when they are older, why they would chose it and what might influence their decisions
--	--	---

Year 6

<p>Autumn How can we keep healthy as we grow?</p>	<p>Health & Wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<ul style="list-style-type: none"> • How mental and physical health are linked • How positive friendships and being involved in activities such as clubs and community groups support wellbeing • How to make choices that support a healthy, balanced lifestyle including <ul style="list-style-type: none"> ➢ How to plan a healthy meal ➢ How to stay physically active ➢ How to maintain good dental health, including oral hygiene, food & drink choices ➢ How to benefit from and stay safe in the sun ➢ How and why to balance time spent online with other activities ➢ How sleep contributes to a healthy lifestyle, the effects of poor sleep; strategies that support good quality sleep ➢ How to manage the influence of friends and family on health choices • That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside the school • That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • That anyone can experience mental ill-health and to discuss concerns with a trusted adult • That mental health difficulties can usually be resolved or managed with the right strategies and support • That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else
--	--	---

<p>Spring 1 (through Science) How can drugs common to everyday life affect health?</p>	<p>Health & Wellbeing Drugs, alcohol and tobacco; healthy habits</p>	<ul style="list-style-type: none"> • How drugs common to everyday life (including smoking / vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • How laws surrounding the use of drugs exist to protect them and others • Why people chose to use or not use different drugs • How people can prevent or reduce the risks associated with them • That for some people drug use can become a habit which is difficult to break • How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • How to ask for help from a trusted adult if they have any worries or concerns about drugs
---	---	--

<p>Spring How can the media influence people?</p>	<p>Living in the Wider World Media literacy and digital resilience; influences and decision making; online safety</p>	<ul style="list-style-type: none"> • How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • That not everything should be shared online or through social media and that there are rules about this, including the distribution of images • That mixed messages in the media exist (including about health, the news and different groups of people) an that these can influence opinions and decisions • How text and images can be manipulated or invented; strategies to recognise this • To evaluate how reliable different types of online content and media, e.g. videos, blogs, news, reviews, adverts • To recognise unsafe or suspicious content online and what to do about it • How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • How to make decisions about the content they view online or in the media and know if it is appropriate for their age range • How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • To discuss and debate what influences people’s decisions, taking into consideration different viewpoints
<p>Summer What will change as we become more independent?</p>	<p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> • That people have different kinds of relationships in their lives • That people who care for & love each other can be of any gender, ethnicity or faith • That adults can choose to be part of a committed relationship or not, including marriage or civil partnership • That marriage should be wanted equally by both people and that forcing someone to marry against their will is against the law • How puberty relates to growing from childhood to adulthood • How babies are born and how they need to be cared for • How growing up and becoming more independent comes with increased opportunities and responsibilities • How friendships may change as they grow and how to manage this • How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing