

# Whole School

- How to keep safe in the local environment and less familiar locations (rail, water, road, fire / fireworks, sun)
- How to make an emergency call
- Basic First Aid

## Year 3

Term / Key Question	Topic	Intent (what pupils will learn)	Links & opportunities for enrichment	Resources:
Autumn How can we be a good friend?	<b>Relationships</b> Friendship: making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> <li>• How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• How to recognise if others are feeling lonely &amp; excluded &amp; strategies to include them</li> <li>• How to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• That friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> <li>• How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	 Introduction and work with PEO Introduction to DSLs & explanation of role. Introduction to Admin & Site team <b>English: David Wiesner <i>Mr Wuffles</i></b> Opportunities to explore co-operation & communication  <b>MPJS:</b> Restorative Justice Bullying Playground Charter  <b>JSNA Southampton – mental health &amp; young people</b>	
Autumn What keeps us safe?	<b>Health and wellbeing</b> Keeping safe at home & at school Hygiene	<ul style="list-style-type: none"> <li>• How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• How to keep their body protected and safe, e.g. wearing a helmet, seatbelt, protective clothing and stabilizers</li> </ul>	 <b>Assembly:</b> Emergency services call. <b>Computing:</b> E-safety, including peer pressure	

	Medicines & household products	<ul style="list-style-type: none"> <li>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>How to recognise &amp; respond to pressure that makes them feel unsafe or uncomfortable <b>online</b></li> <li>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)</li> <li>How to react and respond if there is an accident and how to deal with minor injuries, e.g. scratches, grazes and burns.</li> <li>What to do in an emergency, including calling for help and speaking to the emergency services.</li> </ul>	<b>English:</b> <i>Into the Forest</i> by Anthony Browne & <i>Fairy Tales</i> by Berlie Doherty. Opportunities to explore how to express concerns <i>Lost Happy Endings</i> by Carol Ann Duffy. Opportunities to explore safety. Continued work with PEO  <b>Possible Enrichment:</b> safety personnel School first aiders & nurse, PCO, St. John's ambulance, NSPCC	
Spring What are families like?	Relationships Families; family life; caring for each other	<ul style="list-style-type: none"> <li>How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster &amp; adoptive parents)</li> <li>How common features of positive family life often include shared experiences e.g. shared celebrations, special days or holidays</li> <li>How people with families should care for each other and the different ways they demonstrate this</li> <li>How to ask for help or advice if family relationships are making them feel unhappy, worried or sad.</li> </ul>	 	
Spring What makes a community?	Living in the wider world Community; belonging to groups;	<ul style="list-style-type: none"> <li>How they belong to different groups and communities, e.g. friendship, faith, clubs, classes.</li> </ul>	<b>English:</b> <i>Tropical Climates</i> . Opportunities to explore global citizenship <b>Geography:</b> include some investigation of Southampton &	<a href="https://fingertips.phe.org.uk/profile/child-health-profiles/supporting-information/overview-of-child-health">https://fingertips.phe.org.uk/profile/child-health-profiles/supporting-information/overview-of-child-health</a>

	similarities and differences; respect for others	<ul style="list-style-type: none"> <li>What is meant by a diverse community; how different groups make up the wider / local community around the school</li> <li>How the community helps everyone to feel included and values the different contributions that people make</li> <li>How to be respectful towards people who may live differently to them</li> </ul>	<p>Winchester and the makeup of each city in terms of ages, faiths, local groups &amp; clubs, etc.</p> <p><b>History:</b> Include reference to early communities and how these developed from family groups.</p> <p><b>Enrichment:</b> local walks; charity fundraiser for local enterprise</p> <p><b>JSNA Southampton – being part of a community, building a voice, encouraging contact</b></p>	
Summer Why should we keep active and well?	<b>Health and well-being</b>  Being healthy: Keeping active taking rest	<ul style="list-style-type: none"> <li>How regular physical activity benefits bodies and feelings</li> <li>How to be active on a daily and weekly basis – how to balance time online with other activities</li> <li>How to make choices about physical activity, including what and who influences decisions</li> <li>How the lack of physical activity can affect health and wellbeing</li> <li>How the lack of sleep can affect the mood and the body and simple routines that support good quality sleep</li> <li>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	  <p><b>PE:</b> joint learning so that children are able to create / plan/ measure/ investigate during PSHE lessons what they are taking part in during PE.</p> <p><b>Enrichment:</b> Sports day Summer Sports Challenge</p> <p><b>JSNA Southampton – high levels of obesity, smoking, mental health, variation in life expectancy</b></p>	
Summer How do we treat each other with respect?	<b>Relationships</b>  Respect for self and others; courteous behaviour; safety; human rights	<p>How people's behaviour affects themselves and others, including online</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>About the right to privacy and how to recognise when a confidence or secret should</p>	 <p><b>Computing:</b> recognising and reporting concerns</p> <p><b>English:</b> <i>Oliver &amp; the Seawigs</i> by Philip Reeve</p> <p><b>The Lorax Dr Seuss</b> Opportunities to explore responsibility and difference</p>	

		<p>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)</p> <p>The rights that children have and why it is important to protect these</p> <p>That everyone would feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	<p><b>Enrichment:</b> This is built upon in Autumn 1 of Year 4, so that children may lead aspects of the Year 4 work with the new year 3 around restorative justice, playground charter, Rights Respecting School.</p> <p><b>Assemblies:</b> manners Rights &amp; Responsibilities</p>	
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## Year 4

Term / Key Question	Topic	Intent (what pupils will learn)	Links & opportunities for enrichment	Resources:
Autumn How do we treat each other with respect?	<b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights	<p>How people's behaviour affects themselves and others, including online</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>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)</p> <p>The rights that children have and why it is important to protect these</p> <p>That everyone would feel included, respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	 <p><b>Computing:</b> recognising and reporting concerns</p> <p><b>Literacy: English:</b> <i>The Tin Forest</i> by Helen Ward– loneliness &amp; inclusion</p> <p><b>Enrichment:</b> This is built upon in Autumn 1 of Year 4, so that children may lead aspects of the Year 4 work with the new year 3 around restorative justice, playground charter, Rights Respecting School.</p> <p>It also allows for a longer investigation / project on a community or global level that the children can lead and see to fruition.</p>	

<b>Autumn</b> Paws b Mindfulness sessions	<b>Health and wellbeing/ Relationships</b> Developing concentration and forming relationships	<ul style="list-style-type: none"> <li>• Our amazing brain - understanding the key areas of the brain and their functions</li> <li>• Making choices – becoming aware of the choices we make</li> <li>• Everyday mindfulness – developing our concentration to be more present day-to-day</li> <li>• Working with difficulty – how to use mindfulness to respond to challenges</li> <li>• Developing and maintaining friendships – how to interact with one another and resolve disagreements</li> </ul>	<b>PE</b> Healthy High 5 – meditation minute  <b>Possible Enrichment:</b> Children becoming mindfulness champions – responsible roles Restorative justice	
Why should we eat well and look after our teeth?	<b>Health and wellbeing</b> Being healthy: eating well, dental care	<ul style="list-style-type: none"> <li>• How to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular trips to the dentist</li> <li>• How not eating a balanced diet can affect health, including the impact of too much sugar / acidic drinks on dental health</li> <li>• How people make choices about what to eat and drink, including who or what influences these</li> </ul> <p><b>JSNA Southampton – High levels of poor dental health in children</b></p>	<b>Science:</b> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans &amp; their simple functions</li> </ul> <b>Build on Year 3 science:</b> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types of nutrition, &amp; that they cannot make their own food, they get nutrition from what they eat.</li> </ul> <b>Possible Enrichment:</b> Catering	
<b>Spring</b> What strengths, skills and interests do I have?	<b>Health and wellbeing</b> Self-esteem: self worth; personal qualities; goal setting;	<ul style="list-style-type: none"> <li>• How to recognise personal qualities and individuality</li> <li>• To develop self-worth by identifying positive things about themselves and their achievements</li> </ul>	<b>English: Hubert Horatio by Lauren Child</b> –different skill sets / talents. Different families. Perseverance & responsibility.	

	managing set backs	<ul style="list-style-type: none"> <li>How their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>How to set goals for themselves</li> <li>How to manage when there are step-backs, learn from mistakes and reframe unhelpful thinking</li> <li>How to keep safe in the local environment and less familiar locations (<b>electricity</b>, rail, water, road, fire / fireworks, sun) and the safe use of digital devices when out and about</li> <li>•</li> </ul>	<b>Science:</b> Risk assessment for electrical safety	
<b>Spring</b> How do we pay for things?	<b>Living in the Wider World</b> Money; making decisions, spending and saving	<ul style="list-style-type: none"> <li>How money works; bank accounts, cash and cards</li> <li>How borrowing works; mortgages, loans, hire purchase</li> <li>How salaries work; tax, N.I. costs of living</li> </ul> <p><b>JSNA Southampton High levels of child poverty</b></p>	<b>Possible Enrichment:</b> Bank project Finance representative SBM	
<b>Summer</b> How can our choices make a difference to others and the environment?	<b>Living in the Wider World</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<ul style="list-style-type: none"> <li>How people have a shared responsibility to help protect the world around them</li> <li>How everyday choices can affect the environment</li> <li>How what people choose to buy and spend money on can affect others and the environment (Fair Trade, single use plastic, charity, sustainable clothing)</li> <li>The skills and vocabulary to share their thoughts and ideas and opinions in discussion about topical issues</li> <li>How to show concern and care for others</li> <li>How to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<b>Science:</b> Local environment & pond study across x3 terms  <b>Possible Enrichment:</b> involvement in school or wider environmental campaign  <b>JSNA Southampton High levels of child poverty</b>	
<b>Summer</b> What makes up our identity?	<b>Health and wellbeing</b> Identity; personal	<ul style="list-style-type: none"> <li>How to recognise and respect similarities and differences between people and what they have in common with others</li> </ul>	<b>English:</b> <i>The Wild Robot</i> by Peter Brown  Identity and stereotypes	

	attributes and qualities; similarities & differences; individuality; stereotypes	<ul style="list-style-type: none"> <li>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)</li> <li>About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>How to challenge stereotypes and assumptions about others</li> </ul>		
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## Year 5

Term / Key Question	Topic	Intent (what pupils will learn)	Links & opportunities for enrichment	Resources:
Autumn How can we manage risk in different places?	<b>Health and wellbeing</b>  Keeping safe; out and about; recognising and managing risk	<ul style="list-style-type: none"> <li>How to recognise, predict, assess and manage risks in different situations</li> <li>How to keep safe in the local environment and less familiar locations (<b>electricity</b>, rail, water, road, fire / fireworks, sun) and the safe use of digital devices when out and about</li> <li>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>How online actions can impact on other people</li> <li>How to keep safe online, including managing requests for personal information and recognising what is appropriate and what is not appropriate to share online</li> <li>How to report concerns, including about inappropriate online content and contact</li> <li>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.</li> </ul>	<b>English:</b> <i>Way Home</i> by Libby Hathorn Risk, safety, homelessness <b>PE:</b> Judgement of risk judgement; building in safety measures <b>Computing:</b> e-safety, password security, information requests & where to go to report, using digital devices outside  <b>Enrichment:</b> Network rail PCO visit Police station visit <b>JSNA Southampton &amp; PHE / Chimat</b> <b>high levels of children admitted to hospital for injuries</b>	

<b>Autumn</b> How can we help in an accident or emergency?	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> <li>• How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• That if someone has experienced a head injury, they should not be moved</li> <li>• When it is appropriate to use first aid and the importance of seeking adult help</li> <li>• The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<b>History:</b> Titanic Disaster <b>English:</b> <i>Asha &amp; the Spirit Bird by Jasbinder Bilan</i> Injuries received by protagonists  <b>Possible Enrichment:</b> St Johns Ambulance or similar School Nurse Presentation to rest of school <b>JSNA Southampton &amp; PHE / Chimat-</b> <b>high levels of children admitted to hospital for injuries</b>	
<b>Spring</b> What decisions can people make with money?	<b>Living in the Wider World</b> Money; making decisions; spending and saving	<ul style="list-style-type: none"> <li>• How people make decisions about spending and saving money and what influences them</li> <li>• How to keep track of money so people know how much they have to spend or save</li> <li>• How people make choices about ways of paying for things they want and need (e.g. from current account / savings; store card/ credit cards; loans)</li> <li>• How to recognise what makes something 'value for money' and what this means to them</li> <li>• That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> <p><b>JSNA Southampton &amp; PHE / Chimat- high levels of child poverty</b></p>	<b>English:</b> <i>The Highwaymen by Alfred Noyes</i> What people do for money  <b>History:</b> The financial cost of war  <b>Geography:</b> Effect of rivers on economy, growth of cities / settlements Economy vs environment – rainforest deforestation  <b>Possible enrichment:</b> Working with high street bank Budgeting opportunity	
<b>Spring</b> How can friends communicate safely?	<b>Relationships</b> Friendships; relationships; becoming	<ul style="list-style-type: none"> <li>• About the different types of relationships people have in their lives</li> <li>• How friends and family communicate together; how the internet and social media can be used positively</li> </ul>	<b>Science:</b> <i>What is a moon?</i> Link to communication satellites	

	independent; online safety	<ul style="list-style-type: none"> <li>• How knowing someone online differs from knowing someone face-to-face</li> <li>• How to recognise risk in relation to friendships and keeping safe</li> <li>• About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• How to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• How to ask for help or advise or respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <p><b>JSNA Southampton &amp; PHE / Chimat- high levels of children referral for mental health issues</b></p>		
Summer How will we change and grow?	<b>Health and wellbeing</b> Growing and changing; puberty	<ul style="list-style-type: none"> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>• How puberty can affect emotions and feelings</li> <li>• How personal hygiene routines change during puberty</li> <li>• How to ask for advice and support about growing and changing and puberty</li> </ul> <p><b>JSNA Southampton &amp; PHE / Chimat- high levels of children referral for mental health issues</b> <b>High levels of teenage pregnancy</b></p>	<b>Science: What happens to humans during puberty?</b>	
Summer What jobs would I like?	<b>Living in the Wider World</b> Careers, aspirations; role models; the future	<ul style="list-style-type: none"> <li>• That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• That some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• About the skills, attributes, qualifications and training needed for different jobs</li> </ul>	<b>Possible Enrichment:</b> Careers Fair University visit Primary Futures – visitors from different careers, including high-profile women in typically male-dominated areas.	

		<ul style="list-style-type: none"> <li>That there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>How people chose a career/ job and what influences their decision, including skills, interests and pay</li> <li>How to question and challenge stereotypes about the types of jobs people can do</li> <li>How they might choose a career / job for themselves when they are older, why they would chose it and what might influence their decisions</li> </ul>	<b>Link with English: jobs in environmentalism</b>  <b>JSNA Southampton &amp; PHE / Chimat-</b> high levels of child poverty High level of benefit claims	
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## Year 6

Term / Key Question	Topic	Intent (what pupils will learn)	Links & opportunities for enrichment	Resources:
Autumn How can we keep healthy as we grow?	<b>Health &amp; Wellbeing</b>  Looking after ourselves; growing up; becoming independent; taking more responsibility	<ul style="list-style-type: none"> <li>How mental and physical health are linked</li> <li>How positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>How to make choices that support a healthy, balanced lifestyle including           <ul style="list-style-type: none"> <li>How to plan a healthy meal</li> <li>How to stay physically active</li> <li>How to maintain good dental health, including oral hygiene, food &amp; drink choices</li> <li>How to benefit from and stay safe in the sun</li> <li>How and why to balance time spent online with other activities</li> <li>How sleep contributes to a healthy lifestyle, the effects of poor sleep; strategies that support good quality sleep</li> <li>How to manage the influence of friends and family on health choices</li> </ul> </li> </ul>	<b>English: Macbeth – mental health</b> <b>The Arrival – Shaun Tan</b> Displacement <b>Possible Enrichment:</b> Large-scale project working with local community to produce an aspirational event (maybe multi-lingual resources) building on and utilising work in Year 5 on careers.  <b>JSNA Southampton &amp; PHE / Chimat-</b> high levels of children referral for mental health issues Poor dental health Poverty Obesity  <b>Identified obstacles:</b> Sleep Money Exercise	

		<ul style="list-style-type: none"> <li>That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>How 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</li> <li>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>That anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>That mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</li> </ul>		
<b>Spring 1 (through Science)</b>  How can drugs common to everyday life affect health?	<b>Health &amp; Wellbeing</b>  Drugs, alcohol and tobacco; healthy habits	<ul style="list-style-type: none"> <li>How drugs common to everyday life (including smoking / vaping – nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>How laws surrounding the use of drugs exist to protect them and others</li> <li>Why people chose to use or not use different drugs</li> <li>How people can prevent or reduce the risks associated with them</li> <li>That for some people drug use can become a habit which is difficult to break</li> </ul>	<b>JSNA Southampton – high levels of obesity, smoking, mental health, variation in life expectancy</b>  <b>Higher than average admissions for drug misuse &amp; alcohol – related conditions</b>	

		<ul style="list-style-type: none"> <li>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>How to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>		
<b>Spring</b> How can the media influence people?	<b>Living in the Wider World</b> Media literacy and digital resilience; influences and decision making; online safety	<ul style="list-style-type: none"> <li>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>That not everything should be shared online or through social media and that there are rules about this, including the distribution of images</li> <li>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>How text and images can be manipulated or invented; strategies to recognise this</li> <li>To evaluate how reliable different types of online content and media, e.g. videos, blogs, news, reviews, adverts</li> <li>To recognise unsafe or suspicious content online and what to do about it</li> <li>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>To recognise the risks involved in gambling related activities, what might influence</li> </ul>	<b>English:</b> Immigration – how it was sold vs the reality Portrayal of refugees	

		<p>somebody to gamble and the impact it might have</p> <ul style="list-style-type: none"> <li>To discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>		
<b>Summer</b> What will change as we become more independent?	<b>Relationships</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> <li>That people have different kinds of relationships in their lives</li> <li>That people who care for and love each other can be of any gender, ethnicity or faith; the way couples care for another</li> <li>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>That marriage should be wanted equally by both people and that forcing someone to marry against their will is against the law</li> <li>How puberty relates to growing from childhood to adulthood</li> <li>how babies are born and how they need to be cared for</li> <li>How growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>How friendships may change as they grow and how to manage this</li> <li>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>		