






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?	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 	 <p>Introduction and work with PEO Introduction to DSLs & explanation of role. Introduction to Admin & Site team English: David Wiesner <i>Mr Wuffles</i> Opportunities to explore co-operation & communication</p> <p>MPJS: Restorative Justice Bullying Playground Charter</p> <p>JSNA Southampton – mental health & young people</p>	
Autumn What keeps us safe?	Health and wellbeing Keeping safe at home & at school Hygiene	<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 	 <p>Assembly: Emergency services call. Computing: E-safety, including peer pressure</p>	

	Medicines & household products	<ul style="list-style-type: none"> • 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. 	<p>English: <i>Into the Forest</i> by Anthony Browne & <i>Fairy Tales</i> by Berlie Doherty. Opportunities to explore how to express concerns</p> <p><i>Lost Happy Endings</i> by Carol Ann Duffy. Opportunities to explore safety.</p> <p>Continued work with PEO</p> <p>Possible Enrichment: safety personnel School first aiders & nurse, PCO, St. John's ambulance, NSPCC</p>	
<p>Spring What are families like?</p>	<p>Relationships Families; family life; caring for each other</p>	<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. 		
<p>Spring What makes a community?</p>	<p>Living in the wider world Community; belonging to groups;</p>	<ul style="list-style-type: none"> • How they belong to different groups and communities, e.g. friendship, faith, clubs, classes. 	<p>English: <i>Tropical Climates.</i> Opportunities to explore global citizenship</p> <p>Geography: include some investigation of Southampton &</p>	<p>https://fingertips.phe.org.uk/profile/child-health-profiles/supporting-information/overview-of-child-health</p>

	similarities and differences; respect for others	<ul style="list-style-type: none"> • 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 	<p>Winchester and the makeup of each city in terms of ages, faiths, local groups & clubs, etc.</p> <p>History: Include reference to early communities and how these developed from family groups.</p> <p>Enrichment: local walks; charity fundraiser for local enterprise</p> <p>JSNA Southampton – being part of a community, building a voice, encouraging contact</p>	
<p>Summer</p> <p>Why should we keep active and well?</p>	<p>Health and well-being</p> <p>Being healthy: Keeping active taking rest</p>	<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>PE: 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>Enrichment:</p> <p>Sports day</p> <p>Summer Sports Challenge</p> <p>JSNA Southampton – high levels of obesity, smoking, mental health, variation in life expectancy</p>	
<p>Summer</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p>	<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>Computing: recognising and reporting concerns</p> <p>English: <i>Oliver & the Seawigs</i> by Philip Reeve</p> <p><i>The Lorax</i> Dr Seuss 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>Enrichment: 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>Assemblies: manners Rights & Responsibilities</p>	
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Year 4

Term / Key Question	Topic	Intent (what pupils will learn)	Links & opportunities for enrichment	Resources:
<p>Autumn</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p>	<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>Computing: recognising and reporting concerns</p> <p>Literacy: English: <i>The Tin Forest</i> by Helen Ward– loneliness & inclusion</p> <p>Enrichment: 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>	

<p>Autumn Paws b Mindfulness sessions</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing/ Relationships Developing concentration and forming relationships</p> <p>Health and wellbeing Being healthy: eating well, dental care</p>	<ul style="list-style-type: none"> • Our amazing brain - understanding the key areas of the brain and their functions • Making choices – becoming aware of the choices we make • Everyday mindfulness – developing our concentration to be more present day-to-day • Working with difficulty – how to use mindfulness to respond to challenges • Developing and maintaining friendships – how to interact with one another and resolve disagreements <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>JSNA Southampton – High levels of poor dental health in children</p>	<p>PE Healthy High 5 – meditation minute</p> <p>Possible Enrichment: Children becoming mindfulness champions – responsible roles Restorative justice</p> <p>Science:</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans & their simple functions <p>Build on Year 3 science:</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types of nutrition, & that they cannot make their own food, they get nutrition from what they eat. <p>Possible Enrichment: Catering</p>	
<p>Spring What strengths, skills and interests do I have?</p>	<p>Health and wellbeing Self-esteem: self worth; personal qualities; goal setting;</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 	<p>English: <i>Hubert Horatio</i> by Lauren Child –different skill sets / talents. Different families. Perseverance & responsibility.</p>	

	managing set backs	<ul style="list-style-type: none"> • How their personal attributes, strengths, skills and interests contribute to their self-esteem • How to set goals for themselves • How to manage when there are 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 • 	Science: Risk assessment for electrical safety	
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 <p>JSNA Southampton High levels of child poverty</p>	Possible Enrichment: Bank project Finance representative SBM	
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 	Science: Local environment & pond study across x3 terms Possible Enrichment: involvement in school or wider environmental campaign JSNA Southampton High levels of child poverty	
Summer What makes up our identity?	Health and wellbeing Identity; personal	<ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others 	English: <i>The Wild Robot</i> by Peter Brown Identity and stereotypes	

	attributes and qualities; similarities & differences; individuality; stereotypes	<ul style="list-style-type: none"> • 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 		
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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?	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 • 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. 	English: <i>Way Home</i> by Libby Hathorn Risk, safety, homelessness PE: Judgement of risk judgement; building in safety measures Computing: e-safety, password security, information requests & where to go to report, using digital devices outside Enrichment: Network rail PCO visit Police station visit JSNA Southampton & PHE / Chimat-high levels of children admitted to hospital for injuries	

<p>Autumn How can we help in an accident or emergency?</p>	<p>Health and wellbeing Basic first aid, accidents, dealing with emergencies</p>	<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 	<p>History: Titanic Disaster English: Asha & the Spirit Bird by Jasbinder Bilan Injuries received by protagonists</p> <p>Possible Enrichment: St Johns Ambulance or similar School Nurse Presentation to rest of school JSNA Southampton & PHE / Chimat- high levels of children admitted to hospital for injuries</p>	
<p>Spring What decisions can people make with money?</p>	<p>Living in the Wider World Money; making decisions; spending and saving</p>	<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 <p>JSNA Southampton & PHE / Chimat- high levels of child poverty</p>	<p>English: The Highwaymen by Alfred Noyes What people do for money</p> <p>History: The financial cost of war</p> <p>Geography: Effect of rivers on economy, growth of cities / settlements Economy vs environment – rainforest deforestation</p> <p>Possible enrichment: Working with high street bank Budgeting opportunity</p>	
<p>Spring How can friends communicate safely?</p>	<p>Relationships Friendships; relationships; becoming</p>	<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 	<p>Science: What is a moon? Link to communication satellites</p>	

	independent; online safety	<ul style="list-style-type: none"> • 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 <p>JSNA Southampton & PHE / Chimat- high levels of children referral for mental health issues</p>		
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 <p>JSNA Southampton & PHE / Chimat- high levels of children referral for mental health issues High levels of teenage pregnancy</p>	Science: What happens to humans during 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 	Possible Enrichment: 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"> • 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 • How they might choose a career / job for themselves when they are older, why they would chose it and what might influence their decisions 	<p>Link with English: jobs in environmentalism</p> <p>JSNA Southampton & PHE / Chimat- high levels of child poverty High level of benefit claims</p>	
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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?	Health & Wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility	<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 	<p>English: Macbeth – mental health The Arrival – Shaun Tan Displacement Possible Enrichment: 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.</p> <p>JSNA Southampton & PHE / Chimat- high levels of children referral for mental health issues Poor dental health Poverty Obesity</p> <p>Identified obstacles: Sleep Money Exercise</p>	

		<ul style="list-style-type: none"> • 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 	<p>JSNA Southampton – high levels of obesity, smoking, mental health, variation in life expectancy</p> <p>Higher than average admissions for drug misuse & alcohol – related conditions</p>	

		<ul style="list-style-type: none"> • 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 	<p>English: Immigration – how it was sold vs the reality Portrayal of refugees</p>	

		<p>somebody to gamble and the impact it might have</p> <ul style="list-style-type: none"> • 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 and love each other can be of any gender, ethnicity or faith; the way couples care for another • 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 		