

CITY OF  
ROCHESTER



SCHOOL

# **City of Rochester School**

**Personal, Social,**

**Health and Economic Education (PSHE)**

**and Relationships, Sex and Health Education  
(RSHE)**

**Curriculum**

# PSHE Curriculum

## Key Stage 1 – 4

### Intent

At City of Rochester school it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.

- We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded.
- We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life.
- We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth.
- We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council.
- We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.
- PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in the framework for Personal, Social, Health and Economic Education (PSHE).
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
- A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not At City of Rochester school it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.
- We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where

### Implementation

As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Jigsaw offer a wide range of child-centred activities ensure the learning is enjoyable for pupils and teachers alike.

- Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.
- Jigsaw is implemented throughout the Secondary school in weekly whole class Jigsaw lessons. Jigsaw focuses on different topics each term and is embedded through all lessons and the whole school day. In primary, PSHE is implemented using Dimensions 3D PSHE Primary Programme. Everyone supports and encourages the children they interact with to use the skills they are developing and to make links to other areas of learning.
- Jigsaw and Dimensions 3D PSHE Primary Programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from

## Impact

- Jigsaw has its own assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work. Jigsaw PSHE contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development.
- Attainment in Dimensions 3D PSHE and Jigsaw is measured using Solar and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements.
- Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

## Intent

The statutory guidance from the Department for Education (2023) states that: The aim of RSHE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

Successful delivery of RSHE will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Relationships, Sex and Health Education (RSHE) is lifelong learning about sex, sexuality, emotions, relationships, and sexual health. At City of Rochester School, we recognise the importance of Relationships, Sex and Health Education (RSHE) in preparing pupils to live safe, fulfilled, and healthy lives, in line with our values 'Confidence, Resilience and Success'. We believe that effective, age-appropriate and developmental programme of learning and education about relationships and sex can:

- Foster positive attitudes and values of love and respect
- Promote spiritual, moral, social, and cultural development.
- Contribute to reducing unintended teenage pregnancy and rates of STI transmission.
- Lead to pupils delaying first sex.
- Help to protect pupils by giving them knowledge and skills to make safe choices and recognise and manage risk.
- Equip pupils to behave appropriately and safely online and through their social media usage.
- Allow pupils to get answers to their questions.
- Promote a tangible understanding of the importance of consent and respect; contribute positively towards the healthy school's agenda.
- Build effectively on content covered in primary education.
- Meet our legal requirement to give 'regard' to the DfE RSHE guidance (2023).
- The objective of RSHE is to provide pupils with age-appropriate information, explore attitudes and values and to develop skills in order to empower them to make positive decisions about their physical, emotional, and moral development.

# Relationships, Sex and Health Education

## Non - Statutory Guidance – PSHE

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Links To Other Subjects

PSHE permeates through all areas of school life and can be linked to almost any subject.

In particular PSHE and Jigsaw have explicit links with:

- Safeguarding
- British Values
- Spiritual, moral, social and cultural (SMSC) education
- Prevent Duty
- The Equality Duty
- Anti-bullying
- Citizenship
- Life Skills
- Careers

The delivery of careers education through PSHE allows pupils time to do the important self-reflection and goal setting aspects for their future careers. The delivery of the Dimensions curriculum for Primary pupils enables them to experience the world of work by learning about 'people who help us' and living in the wider world. As pupils progress through the key stages, they are then offered the Jigsaw curriculum which enables them to consider 'being me in my world' and where they fit, what skills they can bring to the community and how they can become involved in their own economic well-being.

Upper school pupils participate in ASDAN and the BTEC Personal Growth and Wellbeing unit, they embed the skills learned over their prior years in school and begin to participate in work experience and utilise their individual skill sets.

In lower school PSHE teaching, pupils could learn about:

How rules apply to them and need to be followed in the workplace, in the wider community and taking responsibility for themselves and developing independence skills

How to manage emotions and regulate these with a greater independence.

Collaboration and how to work with others and build up tolerance and resistance to others.

In Upper Primary pupils are encouraged to embed the following into their everyday life and consider how this can be used in later life in preparation for the world of work:

Dreams and goals – considering what pupils aspire to and how they can contribute to the world of work.

Changing me – how our thoughts and lifestyles change as we grow and develop and how these can be used when pupils enter the world of work.

Through understanding about healthy relationships, and how relationships with a range of people can be different and that this is okay, building up tolerance and resilience to a range of people, even those that we find difficult and how skills can be transferred into the working world.

In the upper school the teaching of Personal Growth and Wellbeing supports pupils to prepare for the transition from school to college or work. This reflects on the key principles that have been learnt as the pupils travel through the school that are practical and encourage them to take ownership of their actions, provide opportunities for personal reflection and future employment.

## Cultural and Diversity Calendar

Cultural and Diversity Calendar The City of Rochester school has a comprehensive cultural and diversity calendar which supplements the curriculum throughout the year. Through this we encourage the children to make links with their work in PSHE as well as showing an appreciation for what people value and how it is an important aspect of their life.

Month			Additional days to be aware of
September 6 <sup>th</sup> Sept to 19 <sup>th</sup> Oct			
October	<b>5<sup>th</sup> National Poetry Day</b> <b>Stacey, Lily</b> Poetry competition across the school. Prizes to be won. All resources will be given to Class teachers.	<b>9<sup>th</sup> to 13<sup>th</sup> Maths Week</b> <b>Nathan, Andrew</b> Variety of Maths challenges and activities set throughout the week with the aim of making maths fun and exciting whilst building confidence.	12 <sup>th</sup> Diwali Black History Month 2 <sup>nd</sup> to 8 <sup>th</sup> National Dyslexia awareness week
November 6 <sup>th</sup> Nov to 15 <sup>th</sup> Dec	<b>13<sup>th</sup> to 17<sup>th</sup> Anti Bullying Week</b> <a href="https://www.anti-bullyingalliance.org.uk/anti-bullying-week">https://www.anti-bullyingalliance.org.uk/anti-bullying-week</a> <b>Simon H, Jen, Dee, Steve</b> We will be looking at all forms of bullying and the effects through workshops. The theme of this year's anti-bullying week is Make a noise about bullying. It will recognize that bullying has a long-term effect on the victim's mental health and quality of life, activities will encourage a zero-tolerance policy. Each class will create a poster to form a school display, relaying the message. Each class will make a video to show the message and promote their poster.  <b>17<sup>th</sup> Children in Need</b> <b>Debbie, Michelle S</b>	<b>24<sup>th</sup> Siblings Day</b> <b>Kayleigh P, Kristina</b>	5 <sup>th</sup> Bonfire Night  11 <sup>th</sup> Remembrance Day  30 <sup>th</sup> St Andrews Day
December		<b>8<sup>th</sup> Christmas Jumper Day/ Dinner</b> <b>Charlotte, Belinda, Sam</b> Children to wear Christmas Jumpers. £1 contribution from staff and students.	

		<b>Michelle</b>	
February 19 <sup>th</sup> Feb to 28 <sup>th</sup> March	<b>1<sup>st</sup> Hijab Day</b> <b>Uzma</b>	<b>23<sup>rd</sup> Acts of Kindness Day</b> <b>Jamie, Nicole</b>  Classes to put names of pupils and staff from their class into a hat (so to speak) and say something nice about them, what they like about them etc. I will email out some resources of things to do/ideas as there is a website for this to all classes nearer the date. It's all about everyone doing something nice for someone else and creating a positive and kind environment.	2 <sup>nd</sup> NSPCC Numbers Day 13 <sup>th</sup> Pancake Day
March	<b>7<sup>th</sup> World Book Day</b> <a href="https://www.worldbookday.com/">https://www.worldbookday.com/</a> <b>Natasha, Ben, Sarah, P</b> Students and staff to dress up as favourite book character. Classes to choose a theme, and to organise activities for pupils to move around to visit them in the morning. Each class to decorate their classroom door. Each pupil will receive a book voucher to receive a free book. Try to get an author/illustrator in.  <b>25<sup>th</sup> Autism Awareness Week</b> (Actual date- Tuesday 2 <sup>nd</sup> April) <b>Kaylee, Brian, Becky, C</b>	<b>4<sup>th</sup> to 9<sup>th</sup> Careers Week</b> <b>Stacey, Kyle and Louise B (Michelle already has plans booked in)</b> <b>8<sup>th</sup> to 17<sup>th</sup> Science Week</b> <a href="https://www.britishtscienceweek.org/">https://www.britishtscienceweek.org/</a> <b>Billie, Annette, Alicia, Hannah (Michelle already has plans booked in)</b>  National Science Week Topic (Time). A selection of activities and group challenges focused on measuring time. Pupils to develop entries for the national poster competition on the topic of Time. Awaiting confirmation of loan equipment from Rochester Bridge Trust for engineering challenges on Building Bridges to save Time.	1 <sup>st</sup> St David's Day 10 <sup>th</sup> Mother's Day, 11 <sup>th</sup> St Patricks Day Sunday 31 <sup>st</sup> March- Easter
April 16 <sup>th</sup> April to 24 <sup>th</sup> May	<b>22<sup>nd</sup> to 26<sup>th</sup> National Pet Month (1 week)</b> <a href="https://www.nationalpetmonth.org.uk/">https://www.nationalpetmonth.org.uk/</a> <b>Sarah, A, Louie</b>	<b>23<sup>rd</sup> St George's Day</b> <b>Louise H-H</b>	9 <sup>th</sup> to 11 <sup>th</sup> April Eid
May	<b>13<sup>th</sup> to 17<sup>th</sup> World Mental Health Awareness Week</b> <b>Holly, Will, Dave</b>  What is Mental Health? Why must we look after our own mental health?	<b>21<sup>st</sup> World Day for Cultural Diversity</b> <b>Georgia, Katie N, Sophie, O</b> The day is focused around <u>exploring different countries and cultures</u> . The country of focus is Bali, linked to Georgia's experience travelling and volunteering abroad. The day aims to evoke hopes to travel and explore parts of the world.	
	Is it a sign of weakness to say your mental health is wobbly? Famous People coping with mental health issues. Who you can talk to at <u>CoB</u> . Who you can talk to outside school.	Before the day, pupils will have short tasks to <u>research</u> a country of choice, either in groups or independently. Pupils have written a letter or drawn a picture to give to a <u>penpal</u> pupil in Bali. These include information about the UK, themselves (hobbies, hopes for the future, etc). We hope that pupils in the connection schools in Bali can send responses.  The day will involve a range of <u>workshops</u> including researching where they would like to travel to, pen pals, Bali workshops – <u>Outdoor Yoga, Surfer Technique through dance, Balinese dancing, listening to and appraising to Balinese music, researching and exploring facts about Bali, Decorating the Indonesian Flag</u> . For older children there will be a presentation about the <u>steps to booking and planning a holiday</u> . This session will include a discussion about how the <u>skills</u> of travelling can help and provide pupils with an opportunity to ask questions. For younger children, there will be a session exploring the <u>similarities and differences between the UK and Bali</u> in a <u>kinesthetic</u> way.	
June 3 <sup>rd</sup> June to 19 <sup>th</sup> July	<b>Date TBC National School Sports Week</b> <a href="https://www.youthsporttrust.org/">https://www.youthsporttrust.org/</a> <b>Alix (and support)</b>	<b>Pride month</b> <b>Ali and Jo. B</b>	16 <sup>th</sup> Father's Day
July	<b>12<sup>th</sup> July Mini Olympics OR</b> <b>8<sup>th</sup> to 12<sup>th</sup> Wimbledon Week</b> <b>Louise B, Carrie, Lucy</b> Wimbledon week: Have a go at tennis at a local tennis club. Enjoy strawberries and cream. Pick a player, find out about them, where they are from etc, chart how they do on a knockout scoreboard, watch some classic matches.		

## KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1 (Pathfinders)</b>	Core 1 Health and Wellbeing Unit 1 Healthy Lifestyle	Core 2 Relationships Unit 1: Communication	Core 1 Health and Wellbeing Unit 2 Hygiene	Core 2 Relationships Unit 2: Bullying	Core 1 Health and Wellbeing Unit 3 Changing and Growing	Core 3 Living in the wider world Unit 1 Rules and Responsibilities
<b>Year 2 (Pathfinders)</b>	Core 1 Health and Wellbeing Unit 4: Emotions	Core 2 Relationships Unit 3: Fairness	Core 1 Health and Wellbeing Unit 5 keeping safe	Core 2 Relationships Unit 4: Family and Friends	Core 3 Living in the wider world Unit 2 Communities	Core 3 Living in the wider world Unit 3 Money and Finance

## KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3 (Adventurers)</b>	Core 1 Health and Wellbeing Unit 1 Health Unit 2 Healthy lifestyles	Core 1 Health and Wellbeing Unit 2 Nutrition and Food Unit 4 Aspirations	Core 2 Relationships Unit 1: Communication	Core 2 Relationships Unit 2: Collaboration	Core 1 Health and Wellbeing Unit 5: Emotions	Core 3 Living in the wider world Unit 1 Rules and Responsibilities Unit 2 Diversity
<b>Year 4 (Adventurers)</b>	Core 1 Health and Wellbeing Unit 6: Safety	Core 2 Relationships Unit 3: Bullying	Core 2 Relationships: Unit 4: Similarities and Differences	Core 2 Relationships Unit 5 Healthy Relationships	Core 1 Health and Wellbeing Unit 7: Growing and Changing Unit 8: First Aid	Core 3 Living in the wider world Unit 3 Discrimination Unit 4 Economic Awareness
<b>Year 5 (Navigators)</b>	Core 1 Health and Wellbeing Unit 1 Health	Core 1 Health and Wellbeing Unit 2 Nutrition and Food	Core 2 Relationships Unit 1: Communication	Core 2 Relationships Unit 2: Collaboration	Core 1 Health and Wellbeing Unit 3: Aspirations	Core 3 Living in the wider world Unit 1 Rules and Responsibilities Unit 2 Diversity
<b>Year 6 (Navigators)</b>	Core 1 Health and Wellbeing Unit 4: Emotions	Core 2 Relationships Unit 3: Similarities and Differences	Core 2 Relationships: Unit 4: Healthy Relationships	Core 3 Living in the wider world Unit 3 Economic Awareness	Core 3 Living in the wider world Unit 4 Making Money	Core 1 Health and Wellbeing Unit 5: Safety

## KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7 (Pioneers)</b>	Being me: Exploring personal identity	Celebrating Difference: Discovering our communities and celebrating diversity	Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World: Healthy living choices. Looking after our world.	Relationships: Social skills and healthy relationships.	Self-development: Career choices
<b>Year 8</b>	Being me: Exploring personal identity	Celebrating Difference: Discovering our communities and celebrating diversity	Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World: Healthy living choices. Looking after our world.	Relationships: Social skills and healthy relationships.	Self-development: Career choices
<b>Year 9</b>	Being me: Exploring personal identity	Celebrating Difference: Discovering our communities and celebrating diversity	Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World: Healthy living choices. Looking after our world.	Relationships: Social skills and healthy relationships.	Self-development: Career choices

## KS4

<b>Year 10</b>	Being me: Exploring personal identity	Celebrating Difference: Discovering our communities and celebrating diversity	Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.	Healthy Me and My World: Healthy living choices. Looking after our world.	Relationships: Social skills and healthy relationships.	Self-development: Career choices
<b>Year 11</b>	Being me: Exploring personal identity	Celebrating Difference: Discovering our communities and celebrating diversity	Dreams and Goals: Working towards own goals. Planning and completing	Healthy Me and My World: Healthy living choices. Looking after our world.	Relationships: Social skills and healthy relationships.	Self-development: Career choices



			an enterprise project.			
<b>BTEC Personal Growth and Wellbeing Level 1 Year 10</b>	Unit 8 Improving personal impact on the environment	Unit 6 Understanding your rights and responsibilities	Unit 9 Financial Commitments	Unit 1 Improving physical health and wellbeing	Unit 3 Understanding the role of relationships in social health and wellbeing	Unit 2 Understanding emotional wellbeing
<b>BTEC Personal Growth and Wellbeing Level 1 Year 11</b>	Unit 5 Developing Personal Identity	Unit 12: Produce a Personal Progression Plan	Unit 10 Using External Opportunities for Learning	Unit 11 Supporting an Outdoor Learning Activity	Unit 4: Understanding sexual health and wellbeing	Unit 7 Finding ways to be resilient

# Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b>Core 1 Health and Wellbeing Unit 1 Healthy Lifestyle</b>	<b>Core 2 Relationships Unit 1: Communication</b>	<b>Core 1 Health and Wellbeing Unit 2 Hygiene</b>	<b>Core 2 Relationships Unit 2: Bullying</b>	<b>Core 1 Health and Wellbeing Unit 3 Changing and Growing</b>	<b>Core 3 Living in the wider world Unit 1 Rules and Responsibilities</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>To learn about where vegetables and fruit grow</li> <li>To learn to make simple choices that improve their health and well-being e.g. healthy eating</li> <li>To understand the need for protein as part of a balanced diet</li> <li>To recognise which types of food are healthy</li> <li>To apply their knowledge of healthy eating to plan a menu for a themed party</li> <li>To make positive real-life choices</li> <li>To understand the need for physical activity to keep healthy</li> <li>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> <li>To understand how muscles work</li> <li>To make positive real-life choices</li> <li>To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> <li>To make positive real-life choices</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and communicate feelings to others</li> <li>To recognise and communicate feelings to others</li> <li>To listen to, reflect on and respect other people's views and feelings</li> <li>To understand that it is important to share their opinions and to be able to explain their views</li> <li>To learn to listen to other people and play and work co-operatively</li> <li>To recognise the importance of listening to other people</li> <li>To understand the importance of being able to work cooperatively</li> <li>To understand the concept of negotiation</li> <li>To understand the importance of being able to play and work cooperatively</li> <li>To work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>To take part in a simple debate about topical issues</li> <li>To share opinions and explain their views</li> <li>To reflect on the similarities and differences between people</li> </ul>	<p>To learn about the importance of effective teeth cleaning and good dental hygiene</p> <p>To learn how to take care of teeth, in addition to brushing</p> <ul style="list-style-type: none"> <li>To manage basic personal hygiene</li> <li>To find out which foods are good for us</li> <li>To understand the importance of a healthy lifestyle, including dental hygiene</li> <li>To make simple choices that improve their health and well-being e.g. healthy eating</li> <li>To learn to eradicate germs and the spread of diseases by washing hands</li> <li>To understand how germs spread infections and diseases</li> <li>To learn about the importance of and reasons for bathing and showering</li> <li>To manage basic personal hygiene</li> <li>To learn about the importance of and reasons for bathing and showering</li> <li>To understand the importance of maintaining personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>To learn about bullies and bullying behaviour</li> <li>To understand the difference between impulsive and considered behaviour</li> <li>To understand that name-calling is hurtful and avoidable</li> <li>To recognise how their behaviour affects other people</li> <li>To understand what is and what is not bullying behaviour</li> <li>To understand the difference between impulsive and considered behaviour</li> <li>To recognise the difference between good and bad choices</li> <li>To recognise how their behaviour affects other people</li> <li>To recognise how attitude and behaviour, including bullying, may affect others</li> <li>To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>To understand who can help if someone is affected by bullying</li> <li>To recognise that there are people who care for and look after them</li> <li>To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> <li>To seek help from an appropriate adult when necessary</li> </ul>	<p>To identify and respect similarities and differences between boys and girls</p> <ul style="list-style-type: none"> <li>To learn about the process of growing from young to old</li> <li>To learn the names for different parts of the body</li> <li>To recognise similarities and differences based on gender</li> <li>To recognise and respect similarities and differences between people</li> <li>To learn about the physical changes in their bodies as we grow</li> <li>To understand emotional changes as they grow up</li> <li>To learn about how our needs change and grow as we develop</li> <li>To recognise the simple physical changes to their bodies experienced since birth</li> <li>To learn to take responsibility for their own actions</li> <li>To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>To listen to, reflect on and respect other people's views and feelings</li> <li>To learn about a range of different feelings and emotions</li> <li>To recognise, name and manage their feelings in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>To understand the reason why we have rules</li> <li>To learn about rules as expectations</li> <li>To understand to agree and follow rules for their group and classroom</li> <li>To understand the why we have rules / expectations</li> <li>To learn about how they can contribute to the life of the class</li> <li>To suggest rules that would improve things for the common good</li> <li>To understand why it is important to be able to take turns</li> <li>To agree and follow rules for a collaborative game</li> <li>To take turns and share as appropriate</li> <li>To understand the concept of 'borrowing'</li> <li>To show responsibility to others</li> <li>To understanding the importance of sharing</li> <li>To know that everyone has a responsibility to consider the needs of others</li> <li>To understand that people and other living things have needs and that they have responsibilities to meet them</li> <li>To learn about responsibility to others</li> <li>To consider ways of looking after the school or community and how to care for the local environment</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Core 1 Health and Wellbeing Unit 4: Emotions	Core 2 Relationships Unit 3: Fairness	Core 1 Health and Wellbeing Unit 5 Keeping Safe	Core 2 Relationships Unit 4: Family and Friends	Core 3 Living in the wider world Unit 2 Communities	Core 3 Living in the wider world Unit 3 Money and Finance
Learning Objectives Covered	<ul style="list-style-type: none"> <li>• To learn about making positive choices and how they can lead to happiness</li> <li>• To recognise, name and manage their feelings in a positive way</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>• To learn about the importance of love</li> <li>• To recognise, name and deal with their feelings in a positive way</li> <li>• To understand and be aware of the different ways to show sadness</li> <li>• To understand about coping with change and loss</li> <li>• To understand that all actions have consequences</li> <li>• To learn to take responsibility for our actions</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>• To think about themselves, learn from experiences and recognise what they are good at</li> <li>• To recognise choices that they can make and value their achievements</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise what is fair and unfair</li> <li>• To learn to take part in discussions with the whole class</li> <li>• To learn about others</li> <li>• To reflect on the similarities and differences between people</li> <li>• To recognise and respect similarities and differences between people</li> <li>• To understand that family and friends should care for each other</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li> <li>• To understand the difference between right and wrong</li> <li>• To recognise right and wrong, what is fair and unfair and explain why</li> <li>• To learn strategies to cope with unfair teasing</li> <li>• To understand that there are different types of teasing and bullying</li> <li>• To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> <li>• To recognise what is kind and unkind behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of sun safety</li> <li>• To know how to keep safe in the sun</li> <li>• To recognise and manage risk in everyday activities</li> <li>• To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe</li> <li>• To develop an awareness of the Green Cross Code</li> <li>• To demonstrate basic road safety skills</li> <li>• To learn about the importance of medicine safety</li> <li>• To recognise that some substances can help or harm the body</li> <li>• To learn about the difference between secrets and surprises</li> <li>• To understand when not to keep adults' secrets</li> <li>• To seek help from an appropriate adult when necessary</li> <li>• To learn about who to go to for help and advice</li> <li>• To recognise that there are people who care for and look after them</li> <li>• To know how to keep safe and how and where to get help</li> <li>• To recognise and respond to issues of safety relating to themselves and others and how to get help</li> <li>• To learn about the importance of using the internet</li> <li>• To know how to keep safe and how and where to get help</li> <li>• To use strategies to stay safe when using ICT and the internet</li> <li>• To know the importance of self-respect and how this links to their own happiness <ul style="list-style-type: none"> <li>• To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to develop positive relationships with peers</li> <li>• To identify different relationships that they have and why these are important</li> <li>• To understand the importance of making friends</li> <li>• To identify and respect the differences and similarities between people</li> <li>• To develop positive relationships through work and play</li> <li>• To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> <li>• To learn about the importance of sharing as part of friendship and kindness</li> <li>• To recognise the difference between right and wrong and what is fair and unfair</li> <li>• To learn about the importance of family</li> <li>• To recognise that family and friends should care for each other</li> <li>• To recognise that there are people who care for and look after them</li> <li>• To identify their special people and what makes them special</li> <li>• To identify different relationships that they have and why these are important</li> </ul>	<ul style="list-style-type: none"> <li>• To understand their role in the class community</li> <li>• To know how to contribute to the life of the classroom</li> <li>• To understand that they belong to various groups and communities</li> <li>• To work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>• To develop a sense of belonging in the wider community</li> <li>• To understand the role of the local community</li> <li>• To consider ways of looking after the school or community and how to care for the local environment</li> <li>• To suggest rules that would improve things for the common good</li> <li>• To develop a strong relationship with the local community</li> <li>• To understand the importance of shared responsibility within all communities</li> </ul>	<ul style="list-style-type: none"> <li>• To understand where money comes from</li> <li>• To recognise notes and coins</li> <li>• To understand the role of money in our society</li> <li>• To identify the different types of work people do and learn about different places of work</li> <li>• To recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• To understand why it is important to keep money safe</li> <li>• To understand the importance of managing money carefully</li> <li>• To understand that we cannot always afford the items we want to buy</li> <li>• To understand the importance of choices and spending money wisely</li> <li>• To gain a basic understanding of enterprise</li> <li>• To contribute to enterprise activities</li> </ul>

	<ul style="list-style-type: none"><li>• To learn how to set simple goals and targets for themselves</li></ul>	<ul style="list-style-type: none"><li>• To understand that family and friends should care for each other</li><li>• To recognise how their behaviour and that of others may influence people both positively and negatively</li></ul>				
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Core 1 Health and Wellbeing Unit 1 Health Unit 2 Healthy lifestyles	Core 1 Health and Wellbeing Unit 2 Nutrition and Food Unit 4 Aspirations	Core 2 Relationships Unit 1: Communication	Core 2 Relationships Unit 2: Collaboration	Core 1 Health and Wellbeing Unit 5: Emotions	Core 3 Living in the wider world Unit 1 Rules and Responsibilities Unit 2 Diversity
Learning Objectives Covered	<p>To know and understand the difference between the terms physical, emotional and mental</p> <ul style="list-style-type: none"> <li>• To recognise the need to take responsibility for actions</li> <li>• To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>• Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• To become more self-aware</li> <li>• To understand why setting goals is important</li> <li>• To understand the meaning of the word 'healthy'</li> <li>• To know the recommend</li> </ul>	<p>To know where different foods come from</p> <ul style="list-style-type: none"> <li>• To know about and understand the function of different food groups for a balanced diet</li> <li>• To identify the range of jobs carried out by the people they know</li> <li>• To reflect on the range of skills needed in different jobs</li> <li>• To learn to prepare and cook a variety of dishes</li> <li>• To work co-operatively, showing fairness and consideration to others</li> <li>• To understand that everyone has different strengths and weaknesses</li> <li>• To know how to set realistic targets</li> <li>• To self-assess, understanding how this will help their future actions</li> <li>• To understand how to break down the steps needed to achieve a goal</li> <li>• To identify and talk about their own and others' strengths and weaknesses and how to improve</li> <li>• To reflect on the range of skills needed in different jobs</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that there are many ways to communicate</li> <li>• To understand the need to communicate clearly</li> <li>• To understand why it is important to listen to others</li> <li>• To talk about their views on issues that affect themselves and their class</li> <li>• To know how to communicate their opinions in a group</li> <li>• To listen to and show consideration for other people's views</li> <li>• To work co-operatively, showing fairness and consideration to others</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why it is important to work collaboratively</li> <li>• To take the lead, prioritise actions and work independently and collaboratively towards goals</li> <li>• To know how to identify ways to improve the environment</li> <li>• To know how to spot problems and find ways of dealing with them</li> <li>• To know how to recognise the difference between isolated hostile incidents and bullying</li> <li>• To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> <li>• To understand what self-esteem is and why it is important</li> <li>• To understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>• To face new challenges positively and know when to seek help</li> <li>• To know how to recognise bullying behaviour</li> <li>• To recognise right and wrong, what is fair and unfair and explain why</li> <li>• To understand the nature and consequences of negative behaviours such as bullying, aggressiveness</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and show consideration for other people's views</li> <li>• To empathise with another viewpoint</li> <li>• To listen to, reflect on and respect other people's views and feelings</li> <li>• To develop strategies for managing and controlling strong feelings and emotions</li> <li>• To understand that family units can be different and can sometimes change</li> <li>• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• To learn about the importance of self-respect and how this links to their own happiness</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why rules are needed in different situations</li> <li>• To recognise that rules may need to be changed</li> <li>• To understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> <li>• To understand why it is important to behave responsibly</li> <li>• To recognise that actions have consequences</li> <li>• To understand why it is important to be part of a community</li> <li>• To understand why it is important to be part of a community</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Core 1 Health and Wellbeing Unit 6: Safety	Core 2 Relationships Unit 3: Bullying	Core 2 Relationships: Unit 4: Similarities and Differences	Core 2 Relationships Unit 5 Healthy Relationships	Core 1 Health and Wellbeing Unit 7: Growing and Changing Unit 8: First Aid	Core 3 Living in the wider world Unit 3 Discrimination Unit 4 Economic Awareness
Learning Objectives Covered	<p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <ul style="list-style-type: none"> <li>To begin to make responsible choices and consider consequences</li> <li>To use ICT safely including keeping electronic data secure</li> <li>To use ICT safely including using software features and settings</li> <li>To know how information and data is shared and used online</li> <li>To know that for most people the internet is an integral part of life and has many benefits</li> <li>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>To know why social media, some computer games and online gaming, for example, are age restricted</li> <li>To know where and how to report concerns and get support with issues online</li> </ul>	<ul style="list-style-type: none"> <li>To know how to recognise the difference between isolated hostile incidents and bullying</li> <li>To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> <li>To understand what self-esteem is and why it is important</li> <li>To understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>To face new challenges positively and know when to seek help</li> <li>To know how to recognise bullying behaviour</li> <li>To recognise right and wrong, what is fair and unfair and explain why</li> <li>To understand the nature and consequences of negative behaviours such as bullying, aggressiveness</li> </ul>	<ul style="list-style-type: none"> <li>To understand how we are all connected by our similarities</li> <li>To recognise and respect similarities and differences between people</li> <li>To know and understand how the make-up of family units can differ</li> <li>To empathise with another viewpoint</li> <li>To understand and appreciate the range of different cultures and religions represented within school</li> <li>To learn about the need for tolerance for those of different faiths and beliefs</li> <li>To understand the term 'diversity' and appreciate diversity within school</li> <li>To recognise and challenge stereotyping and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the features of a good friend</li> <li>To understand why it is important to be positive in relationships with others</li> <li>To know how to communicate their opinions in a group setting</li> <li>To work co-operatively, showing fairness and consideration to others</li> <li>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>To understand why it is important to be positive in relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the rate at which we grow differs from person to person</li> <li>To show awareness of changes that take place as they grow</li> <li>To know and understand how to look after our teeth</li> <li>To understand what happens when we lose teeth as we grow up and why this happens</li> <li>To take responsibility for their own safety and the safety of others and be able to seek help in an emergency</li> <li>To know when and how to make an emergency call</li> <li>To recognise the importance of local organisations in providing for the needs of the local community</li> <li>To behave safely and responsibly in different situations</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the terms 'discrimination' and 'stereotype'</li> <li>Challenge stereotypes relating to gender and work</li> <li>To learn about and reflect on their own spending habits / choices</li> <li>To understand why financial management and planning is important from a young age</li> <li>To learn about and reflect on their own spending habits / choices</li> <li>To understand why financial management and planning is important from a young age</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Core 1 Health and Wellbeing Unit 1 Health	Core 1 Health and Wellbeing Unit 2 Nutrition and Food	Core 2 Relationships Unit 1: Communication	Core 2 Relationships Unit 2: Collaboration	Core 1 Health and Wellbeing Unit 3: Aspirations	Core 3 Living in the wider world Unit 1 Rules and Responsibilities Unit 2 Diversity
Learning Objectives Covered	<ul style="list-style-type: none"> <li>To know about the basic synergy between physical, emotional and mental health</li> <li>To know about, recognise and understand changes that occur during puberty</li> <li>To understand the importance of making change in adopting a more healthy lifestyle</li> <li>To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body</li> <li>To know how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>To know the facts and science relating to allergies, immunisation and vaccination</li> </ul>	<ul style="list-style-type: none"> <li>To know about the different food groups and their related importance as part of a balanced diet</li> <li>To develop an awareness of their own dietary needs</li> <li>To work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>To know how to cook and apply the principles of nutrition and healthy eating</li> <li>To prepare and cook with a variety of ingredients, using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that there are many different ways to communicate</li> <li>To understand the need for confidentiality in certain situations</li> <li>To know and understand the importance of listening to others</li> <li>To understand the role of the listener in any relationship</li> <li>To recognise that there are many ways to communicate</li> <li>To understand the need to both listen and speak when communicating with others</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are many situations in which collaboration is necessary</li> <li>To understand the need to develop team work skills</li> <li>To recognise that there are many roles within a community</li> <li>To understand the need to collaborate in a group situation</li> <li>To recognise that there are many roles within a community</li> <li>To understand the need to collaborate in a group situation</li> </ul>	<ul style="list-style-type: none"> <li>To identify and talk about their own and others' strengths and weaknesses and how to improve</li> <li>To self-assess, understanding how this will help their future actions</li> <li>To be able to reflect on past achievements</li> <li>To recognise achievements of others as being worthwhile and important</li> <li>To begin to set personal goals</li> <li>To identify the skills they need to develop to make their contribution in the working world in the future</li> <li>To make connections between their learning, the world of work and their future economic wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>To understand why structure is needed in different situations</li> <li>To understand the term 'anarchy' and understand the implications of living in an anarchic society</li> <li>To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy</li> <li>To learn about organisations such as the United Nations</li> <li>To understand the importance and significance of equal rights</li> <li>To understand the benefits of living in a diverse community and learn to celebrate diversity</li> <li>To talk with a wide range of adults</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 6 (Navigators)</b>	<b>Core 1 Health and Wellbeing Unit 4: Emotions</b>	<b>Core 2 Relationships Unit 3: Similarities and Differences</b>	<b>Core 2 Relationships: Unit 4: Healthy Relationships</b>	<b>Core 3 Living in the wider world Unit 3 Economic Awareness</b>	<b>Unit 4 Making Money</b>	<b>Core 1 Health and Wellbeing Unit 5: Safety</b>
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</li> <li>• To manage changing emotions and recognise how they can impact on relationships</li> <li>• To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</li> <li>• To understand the need for empathy when peers are experiencing conflict at home</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about racial discrimination and its impact on societies, past and present</li> <li>• To learn about gender discrimination and its impact</li> <li>• To challenge stereotyping and discrimination</li> <li>• To learn about the importance of family in different cultures</li> <li>• To recognise and respect similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• To know about and understand the importance of touch in a range of contexts</li> <li>• To know the difference between appropriate and inappropriate touches</li> <li>• To know that relationships can change as a result of growing up</li> <li>• To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about budgeting and what it means to budget</li> <li>• To understand why financial management and planning is important from a young age</li> <li>• To know and understand financial terms such as loan, interest, tax and discount</li> <li>• To make connections between their learning, the world of work and their future economic wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• To show initiative and take responsibility for activities that develop enterprise capability</li> <li>• To know and understand the principles of enterprise</li> <li>• To understand profit and loss</li> <li>• To know and understand the principles of charity work</li> </ul>	<ul style="list-style-type: none"> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</li> <li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li> <li>• To take action based on responsible choices</li> <li>• To identify the different kinds of risks associated with the use and misuse of a range of</li> </ul>



						<p>substances and the impact that misuse of substances can have on individuals, their families and friends</p> <ul style="list-style-type: none"><li>• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</li><li>• To know concepts of basic first-aid, for example dealing with common injuries, including head injuries</li><li>• To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li></ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<b>Being me: Exploring personal identity</b>	<b>Celebrating Difference: Discovering our communities and celebrating diversity</b>	<b>Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.</b>	<b>Healthy Me and My World: Healthy living choices. Looking after our world.</b>	<b>Relationships: Social skills and healthy relationships.</b>	<b>Changing Me</b>
	<ul style="list-style-type: none"> <li>• Recognising identity is affected by a range of factors</li> <li>• Discuss own identity</li> <li>• Recognise what influences us</li> <li>• Think about myself on different levels i.e physical, personality, attitudes and values</li> <li>• Peer pressure and how it operates in a group</li> <li>• Maintaining positive relationships</li> <li>• Recognise how present ourselves online</li> <li>• Influences online</li> <li>• Consequences of online behaviour</li> <li>• Maintain positive online and offline relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging prejudice and discrimination</li> <li>• Describing prejudice</li> <li>• Challenge others attitudes and accept difference</li> <li>• Identify beliefs and expectations</li> <li>• See the world from other points of view</li> <li>• Protected characteristics</li> <li>• Assertiveness</li> <li>• Role of a bystander</li> <li>• Stereotyping and its impact</li> <li>• Impact of bullying</li> <li>• Prejudice and discrimination</li> <li>• What bullying is and its motivators</li> <li>• Feeling included and excluded</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying personal dreams and goals</li> <li>• Identify skills and employment for the 21st century workplace</li> <li>• Steps to achieve goals</li> <li>• Managing set-backs and making changes</li> <li>• Making responsible changes and irresponsible changes</li> <li>• Responding and using basic first aid in emergency situations</li> <li>• Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and describing emotions</li> <li>• Strategies for positivity and managing stress</li> <li>• Mental health can be affected by emotions.</li> <li>• Recognising triggers and combating stress</li> <li>• Substances and how they affect the body</li> <li>• Link between mental health and activity</li> <li>• Taking responsibility for health and making healthy choices</li> <li>• Vaccinations and different views</li> <li>• Sustaining wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying my relationships</li> <li>• Values and qualities in healthy relationships</li> <li>• Relationship change</li> <li>• Managing my responses to keep my relationships healthy and safe</li> <li>• Discernment</li> <li>• Media portrayal of relationships</li> <li>• Assertiveness</li> <li>• Sexting</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty and body development (Re-cap from primary)</li> <li>• Conception and childbirth (Re-cap from primary)</li> <li>• Choices with pregnancy (IVF, surrogacy, contraception)</li> <li>• Different types of parenting and families</li> <li>• Self and body-image • FGM, breast ironing • Brain changes in adolescence</li> <li>• Emotional changes in adolescence</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<b>Being me: Exploring personal identity</b>	<b>Celebrating Difference: Discovering our communities and celebrating diversity</b>	<b>Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.</b>	<b>Healthy Me and My World: Healthy living choices. Looking after our world.</b>	<b>Relationships: Social skills and healthy relationships.</b>	<b>Changing Me</b>
	<ul style="list-style-type: none"> <li>• Change in identities</li> <li>• Planning for the year ahead</li> <li>• Family, what does that mean to identity</li> <li>• Different types of committed stable relationships</li> <li>• Active listening</li> <li>• Stereotyping in families</li> <li>• Faith and beliefs</li> <li>• Cultural diversity and collective identities</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising similarities</li> <li>• Prejudice and discrimination</li> <li>• Protected characteristics</li> <li>• Social injustice and inequality</li> <li>• Hate crime</li> <li>• Making a positive contribution to community</li> <li>• Making a difference and links to wellbeing</li> <li>• Blood and organ donation</li> </ul>	<ul style="list-style-type: none"> <li>• Short-, medium- and long-term goals</li> <li>• Resilience</li> <li>• Employability skills</li> <li>• Career choices</li> <li>• My online 'footprint'</li> <li>• Budgeting</li> <li>• Debt</li> <li>• Gambling including links to mental health</li> <li>• Positive/negative role of money in society including links to mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility for health</li> <li>• Stress triggers</li> <li>• Managing stress</li> <li>• Substances and their effects</li> <li>• Drug supply and possession</li> <li>• County lines/exploitation/gang culture</li> <li>• Role of medicines and vaccines</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship with self</li> <li>• Negative self thoughts</li> <li>• Body-image including online and in media</li> <li>• Competing relationships and how to manage these demands</li> <li>• Personal space including online</li> <li>• Media portrayal of relationships</li> <li>• Media manipulation</li> <li>• Components of positive relationships</li> <li>• Personal space</li> <li>• Social media and online safety</li> <li>• Illegal aspects of social media</li> <li>• Recognising negative relationships and skills to manage them</li> </ul>	<ul style="list-style-type: none"> <li>• Boyfriends and girlfriends</li> <li>• Different types of committed stable and loving relationships/partnerships</li> <li>• Positive aspects of healthy intimate relationships</li> <li>• Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs</li> <li>• Choosing to 'come out'</li> <li>• Pornography</li> <li>• Alcohol and relationships</li> <li>• Accessing support</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<b>Being me: Exploring personal identity</b>	<b>Celebrating Difference: Discovering our communities and celebrating diversity</b>	<b>Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.</b>	<b>Healthy Me and My World: Healthy living choices. Looking after our world.</b>	<b>Relationships: Social skills and healthy relationships.</b>	<b>Changing Me</b>
	<ul style="list-style-type: none"> <li>•Personal identity and intimate relationships</li> <li>• Peer approval</li> <li>• Social media</li> <li>• Self-identity</li> <li>•Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</li> </ul>	<ul style="list-style-type: none"> <li>•Sexism and homophobia</li> <li>• Perception of others</li> <li>• Positive and negative language, banter and verbal bullying</li> <li>• Types of bullying</li> <li>• Recognising prejudice</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>•Personal strengths and weaknesses</li> <li>• SMART planning</li> <li>• Mental health and body image.</li> <li>• Recognising mental ill-health self-harm &amp; suicide, eating disorders, depression, anxiety pressure (peep, online, media)</li> <li>• Maintaining mental health</li> <li>• Accessing mental health support</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility for health</li> <li>• What the media says about teenagers</li> <li>• Dental health</li> <li>• Alcohol and decision making</li> <li>• Drugs and decision making</li> <li>• Emergency first-aid</li> <li>• Substances and mental health</li> </ul>	<ul style="list-style-type: none"> <li>•Relationship with self</li> <li>• Negative self thoughts</li> <li>• Body-image including online and in media</li> <li>• Competing relationships and how to manage these demands</li> <li>• Personal space including online</li> <li>• Media portrayal of relationships</li> <li>• Media manipulation</li> <li>• Components of positive relationships</li> <li>• Personal space</li> <li>• Social media and online safety</li> <li>• Illegal aspects of social media</li> <li>Recognising negative relationships and skills to manage them</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss different mental health conditions i.e. depression, OCD, anxiety</li> <li>•Discuss how change can affect mental health</li> <li>•Discuss the importance of sleep and how it can affect the body mentally and physically</li> <li>•Discuss resilience</li> <li>•Changes to the body during puberty</li> <li>• Changes to the mind during puberty such as hormones</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	<b>Being me: Exploring personal identity</b>	<b>Celebrating Difference: Discovering our communities and celebrating diversity</b>	<b>Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.</b>	<b>Healthy Me and My World: Healthy living choices. Looking after our world.</b>	<b>Relationships: Social skills and healthy relationships.</b>	<b>Changing Me</b>
	<ul style="list-style-type: none"> <li>• Freedom and safety</li> <li>• Safe relationships</li> <li>• Online safety and cultural norms</li> <li>• Personal safety with technology</li> <li>• Staying safe off line</li> <li>• Managing threats to safety in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• What does equality mean to me?</li> <li>• Equality in the workplace</li> <li>• Equality in society</li> <li>• Equality in relationships</li> <li>• Equality and vulnerable groups</li> <li>• Power and control</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams for myself and the world; balance and perspective, relationships and community.</li> <li>• Jobs - legislation around work for young people</li> <li>• Managing setbacks/ resilience building</li> <li>• Planning for success</li> </ul>	<ul style="list-style-type: none"> <li>• Physical health; screening, vaccination, personal hygiene.</li> <li>• Health MOT</li> <li>• Achieving mental health</li> <li>• Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a happy relationship?</li> <li>• Parenting relationships</li> <li>• Relationship breakdown</li> <li>• Social influences on relationships, e.g. stereotypes, pornography, media, peer perception</li> <li>• Friendships and peer support and connectedness</li> <li>• Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• How does social change affect me?</li> <li>• Managing relationship changes e.g. loss, bereavement, breakups, blended families, divorce</li> <li>• Gender identity</li> <li>• Spectrum of sexuality</li> <li>Managing the challenges in the year ahead</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	<b>Being me: Exploring personal identity</b>	<b>Dreams and Goals: Working towards own goals. Planning and completing an enterprise project.</b>	<b>Healthy Me and My World: Healthy living choices. Looking after our world.</b>	<b>Relationships: Social skills and healthy relationships.</b>	<b>Unit 4: Understanding sexual health and wellbeing</b>	<b>Unit 7 Finding ways to be resilient</b>
	<ul style="list-style-type: none"> <li>• Entering the adult world</li> <li>• Ok at 16, Legislation affecting 16-year olds</li> <li>• Managing adult online relationships</li> <li>• Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury</li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting)</li> <li>• Resilience</li> <li>• Contingency planning</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent Termination choices, protected sex, delay etc)</li> <li>• Communication about relationships, sex and sexual health</li> <li>• Exam preparation and concentration, sleep, stress, relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and equality in relationships (recognising conflicts and power -based relationships)</li> <li>• Individuality in relationships</li> <li>• Stages of relationships</li> <li>• Sexual relationship checklist</li> <li>• Gender/honour based violence</li> <li>• FGM</li> </ul>	Explore factors that help develop and maintain a healthy intimate relationship Outline how personal skills may influence relationships	Understand the impact of resilient behaviour in challenging situations Describe ways in which you can develop your own resilience

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>BTEC Personal Growth and Wellbeing Level 1 Year 10</b>	<b>Unit 8 Improving personal impact on the environment</b>	<b>Unit 6 Understanding your rights and responsibilities</b>	<b>Unit 9 Financial Commitments</b>	<b>Unit 1 Improving physical health and wellbeing</b>	<b>Unit 3 Understanding the role of relationships in social health and wellbeing</b>	<b>Unit 2 Understanding emotional wellbeing</b>
	Identify an environmental issue and its impact Outline ways individual contributions can improve the environment	Describe a selection of key rights Identify ways to help encourage rights and responsibilities	Consider financial products that support health and wellbeing Outline a financial decision based on needs and ambitions	Identify factors that may influence physical health and wellbeing Plan a routine to show how to improve individual health and wellbeing	Explore the benefits of different relationship Describe how personal skills can help form relationships	Understand the importance of sharing emotions and feelings with others Explore ways to help share personal feelings with others
<b>BTEC Personal Growth and Wellbeing Level 1 Year 11</b>	<b>Unit 5 Developing Personal Identity</b>	<b>Unit 12: Produce a Personal Progression Plan</b>	<b>Unit 10 Using External Opportunities for Learning</b>	<b>Unit 11 Supporting an Outdoor Learning Activity</b>	<b>Unit 4: Understanding sexual health and wellbeing</b>	<b>Unit 7 Finding ways to be resilient</b>
	Describe factors that impact on personal identity Summarise how individual personal identity contribute to social interactions	Produce a personal progression plan Communicate your personal plan with others	Prepare for an external learning opportunity Participate in external learning experiences	Identify the benefits of outdoor learning Assist in an outdoor learning activity	Explore factors that help develop and maintain a healthy intimate relationship Outline how personal skills may influence relationships	Understand the impact of resilient behaviour in challenging situations Describe ways in which you can develop your own resilience

