

Our Curriculum is building on the knowledge learned in our Early Years...

- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confident in new social situations
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'
- Understand gradually how others might be feeling
- Build constructive and respectful relationships
- Express their feelings an consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Talk about members of their immediate family and community
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

Progression in Relationships and Sex Education	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Rules and	Understand the		Understand why rules		Understand how we	
Responsibilities	reason why we have		are needed in different		are all connected by	
responsibilities					1	
	rules, learn about		situations, recognise		our similarities, work	
	rules as expectations,		that rules may need to		co-operatively,	
	understand to agree		be changed, recognise		showing fairness and	
	and follow rules for		the need to take		consideration to	
	their group and		responsibility for our		others, recognise and	
	classroom, recognise		actions, identify and		respect similarities	
	how my behaviour		understand why laws		and differences	
	affects other people,		are made and how		between people,	
	recognise right and		they are applied justly,		empathise with	
	wrong, what is fair		recognise what is right		another viewpoint,	
	and unfair and explain		and wrong and what is		know that stable,	
	why, learn about how		fair and unfair and		caring relationships,	
	they can contribute to		explain why, begin to		which may be of	
	the life of the class,		make responsible		different types, are at	
	listen to and show		choices and consider		the heart of happy	
	consideration for		consequences, behave		families, and are	
	other people's views,		safely and responsibly		important for	
	consider ways of		in different situations,		children's security,	
	looking after the		follow school rules		understand how the	
	school or community		about health and		make-up of family	
	and how to care for		safety and know		units can differ, form	
	the local		where to get help,		and maintain	
	environment, express		understand why it is		appropriate	
	views and take part in		important to plan		relationships with a	
	decision-making		ahead and think of		range of different	
	activities to improve		potential		people, understand	
	my immediate		consequences as a		and appreciate the	
	environment or		result of their actions,		range of different	
	community, take		recognise the need to		cultures and religions	
	turns and share as		take responsibility for		represented within	

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appropriate, suggest	my actions, be able to	school, learn about	
rules that would	self-assess and how	the need for	
improve things for the	this will help my future	tolerance for those of	
common good.	actions, understand	different faiths and	
	why it is important to	beliefs, recognise and	
understanding that	behave responsibly,	challenge	
people and other	develop social skills,	stereotyping and	
living things have	take on different roles	discrimination.	
needs and that we	and prioritise actions,	, ,	
have a responsibility	reflect on my own		
to meet them, make	mistakes and make		
positive real life	amends.		
choices, working			
independently and in			
groups, taking on			
different roles and			
collaborating towards			
common goals,			
consider ways of			
looking after the			
school and local			
environment, express			
my views and take			
part in decision			
making to improve my			
immediate			
environment,			
understanding the			
concept of borrowing,			
understanding why			
we need rules,			
understand the			
importance of			
sharing, taking turns			
and sharing			
appropriately.			

Keeping Safe	know where and how	How to respond	Know the rules and	use ICT safely	know that each	To know how to
	to seek support	safely and	principles of keeping	including using	person's body	be a discerning
	(including recognising	appropriately to	safe on-line, how to	software features	belongs to them, and	consumer of
	the triggers for	adults we encounter	recognise risks	and settings,	the differences	information online
	seeking support),	(including online)	(including harmful	know how	between appropriate	including
	including whom in	who I don't know,	content and contact)	information and	and inappropriate or	understanding
	school they should	recognise risks in	and how to report	data is shared and	unsafe physical, and	that information,
	speak to if they are	everyday activities,	them, show awareness	used online, show	other, contact, judge	including that
	worried about their	take responsibility for	of issues affecting	awareness of	what kind of physical	from search
	own or someone	my own and others	communities and	issues affecting	contact is acceptable	engines, is ranked,
	else's mental	safety, seek help in an	groups, identify and	communities and	or unacceptable in	selected and
	wellbeing or ability to	emergency, reflect on	understand why laws	groups, reflect on	relationships,	targeted.
	control their emotions	the similarities and	are made and how	the impact of	understand the	
	(including issues	differences between	they are applied justly,	people's actions	importance of touch	
	arising online), learn	people	reflect on the impact	on others,	in a range of	
	about who to go to		of people's actions on	recognise and	contexts, know how	
	for help and advice,		others, know how to	respond to issues	to recognise and	
	recognise what I like		keep safe and where	of safety relating	report feelings of	
	and dislike, recognise		to get help, recognise	to myself and	being unsafe or	
	that there are people		and respond to issues	others and how to	feeling bad about any	
	who care for and look		of safety and how to	get help, begin to	adult, take	
	after me, identify		get help, use strategies	make responsible	responsibility for my	
	different relationships		to stay safe when	choices and	own safety and the	
	that I have and why		using ICT and the	consider	safety of others and	
	these are important,		internet, use ICT safely	consequences,	be able to seek help	
	recognise and		including using	behave safely and	in an emergency	
	respond to different		software features and	responsibly in		
	issues of safety		settings, behave safely	different		
	relating to myself and		and responsibly in	situations, know		
	others and how to get		different situations,	that for most		
	help.		know about the	people the		
			concept of privacy and	internet is an		
	Understanding the		the implications of it	integral part of		
	difference between		for both children and	life and has many		
	secrets and surprises,		adults (including that it	benefits, know		
	understanding when		is not always right to	about the benefits		

not to keep secrets	keep secrets if they	of rationing time	
and who to talk to,	relate to being safe),	spent online, the	
understanding there	know how to consider	risks of excessive	
are people who care	the effect of their	time spent on	
and look after me,	online actions on	electronic devices	
identify different	others and know how	and the impact of	
relationships I have	to recognise and	positive and	
and why they are	display respectful	negative content	
important, recognise	behaviour online and	online on mental	
and manage risks in	the importance of	and physical	
everyday activities,	keeping personal	wellbeing, know	
who we can talk to	information private,	why social media,	
inside and outside of	show awareness of	some computer	
school if I need help.	issues affecting	games and online	
·	communities and	gaming, for	
Keeping safe in the	groups, use ICT safely	example, are age	
sun, take	including keeping	restricted, know	
responsibility for my	electronic data secure,	where and how to	
own and others	begin to make	report concerns	
safety, know how to	responsible choices	and get support	
seek help in an	and consider	with issues online.	
emergency, make	consequences, behave		
simple choices that	safely and responsibly		
improve health and	in different situations		
wellbeing, learning			
rules for and ways of			
keeping safe around			
roads, knowing who			
can help to keep me			
safe around roads,			
develop an awareness			
of the green cross			
code, demonstrating			
basic road safety			
skills.			

Family and Friends	know the	Know the importance		
	characteristics of	of respecting others		
	friendships, including	and our similarities		
	mutual respect,	and differences		
	truthfulness,	including from		
	trustworthiness,	different counties and		
	loyalty, kindness,	the importance of		
	generosity, trust,	cross-cultural		
	sharing interests and	friendships, recognise		
	experiences and	there are people who		
	support with	care for me and look		
	problems and	after me, identify		
	difficulties., learn how	different relationships		
	to develop positive	I have and why they		
	relationships with	are important,		
	peers, recognise that	developing positive		
	family and friends	relationships through		
	should care for each	work and play,		
	other, know that in	recognising how		
	school and in wider	attitudes and		
	society they can	behaviour including		
	expect to be treated	bullying affects		
	with respect by	others, listen to and		
	others, and that in	reflect on people's		
	turn they should show	views, learn the		
	respect to others,	importance of		
	including those in	sharing, developing		
	positions of authority,	social skills, recognise		
	understand the	the difference		
	importance of making	between right and		
	friends, identify and	wrong and what is		
	respect the	fair and unfair, learn		
	differences and	to take part in		
	similarities between	discussions with the		
	people, develop	whole class.		
	positive relationships		 	

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	through work and					
	play, recognise how					
	attitude and					
	behaviour, including					
	bullying, may affect					
	others.					
	Know that families are					
	important as we grow					
	up and why,					
	understanding that					
	families and friends					
	should care for each					
	other, recognise that					
	there are people who					
	look after and care for					
	me, identifying					
	relationships I have					
	and why they are					
	important, knowing					
	who to go to for help,					
	develop positive					
	relationships through					
	work and play with					
	others by listening to					
	and considering other					
	people's views,					
	identify special people					
	in their lives and what					
	makes them special,					
	reflecting and					
	respecting other					
	people's views.					
Communication	learn about the	Understand the	Recognise the many	understand why it	know the importance	
	conventions of	importance of	ways to communicate	is important to	of permission-seeking	
	courtesy and	listening to others,	and the need to do so	listen to others,	and giving in	

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manners, recognise	working co-	clearly, work co-	work co-	relationships with	
how attitude and	operatively,	operatively, showing	operatively,	others, recognise the	
behaviour, including	understanding the	fairness and	showing fairness	different ways to	
bullying, may affect	concept of	consideration to	and consideration	communicate,	
others, listen to,	negotiation,	others, face new	to others, talk	understand the need	
reflect on and respect	managing my feelings	challenges positively	about my views	for confidentiality in	
other people's views	in a positive way,	and know when to	on issues that	certain situations,	
and feelings, work	sharing opinions on	seek help, understand	affect us,	work co-operatively,	
and play	things that matter to	the importance to	empathise with	showing fairness and	
independently and in	us, consider other	listen to others, share	another	consideration to	
groups, showing	people's views,	our views, empathise	viewpoint, know	others, recognise and	
sensitivity to others,	reflecting on	with another	how to	respond to issues of	
recognise how their	similarities and	viewpoint.	communicate	safety relating to	
behaviour affects	differences of people,		opinions in a	myself and others	
other people, know	talking about our own		group setting,	and how to get help,	
how to recognise and	and others strengths		listen to and show	know how to	
talk about their	and weaknesses and		consideration for	recognise who to	
emotions, including	how to improve,		other people's	trust and who not to	
having a varied	developing social		views,	trust, how to judge	
vocabulary of words	skills, take part in a			when a friendship is	
to use when talking	simple debate about			making them feel	
about their own and	topical issues,			unhappy or	
others' feelings, learn	communicate our			uncomfortable,	
how to share their	own feelings and			managing conflict,	
views, recognise what	opinions, taking turns			how to manage these	
I like and dislike.	and sharing.			situations and how to	
				seek help,	
				understand the role	
				of the listener in any	
				relationship, listen to,	
				reflect on and respect	
				other people's views	
				and feelings, reflect	
				on the many different	
				types of relationships	
				that exist,	

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					understand the need	
					to both listen and	
					speak when	
					communicating with	
					others, work co-	
					operatively, showing	
					fairness and	
					consideration to	
					others, recognise	
					that people can feel	
					alone and	
					misunderstood and	
					learn how to give	
					appropriate support,	
					develop strategies for	
					understanding,	
					managing and	
					controlling strong	
					feelings and	
					emotions and dealing	
					with negative	
					pressures, identify	
					how to find	
					information and	
					advice through help	
					lines.	
Emotions	know that that there	Understand that all	Recognise and talk	know how to	recognise and talk	
	is a normal range of	actions have	about emotions,	judge whether	about emotions,	
	emotions (e.g.	consequences, take	recognise how	what they are	using a varied	
	happiness, sadness,	responsibility for our	behaviour of others	feeling and how	vocabulary of words	
	anger, fear, surprise,	actions, learn from	may influence people,	they are behaving	when doing so,	
	nervousness) and	experiences,	listen to and consider	is appropriate and	recognise that people	
	scale of emotions that	recognise what is	other people's views,	proportionate,	can feel alone and	
	all humans experience	right and wrong,	develop strategies for	develop strategies	misunderstood and	
	in relation to different	recognise and	managing and	for managing and	learn how to give	
	experiences and	manage feelings in a	controlling strong	controlling strong	appropriate support,	

situations, learn about	positive way,	feelings and emotions,	feelings and	develop strategies for
making positive	reflecting on and	empathise with others,	emotions,	understanding,
choices and how they	respecting others	know how to keep	recognise how	managing and
can lead to happiness,	views, recognise what	safe and where to get	their behaviour	controlling strong
recognise, name and	we are good at,	help, recognise and	and that of others	feelings and
manage my feelings in	recognise choices we	respond to issues of	may influence	emotions and dealing
a positive way,	can make, valuing our	safety, develop social	people both	with negative
recognise how my	achievements, how to	skills showing	positively and	pressures, identify
behaviour affects	set simple goals and	sensitivity to others,	negatively.	how to find
other people, listen	targets, making	manage risk in		information and
to, reflect on and	positive real-life	everyday activities,	know that	advice through help
respect other	choices, recognise my	make responsible	isolation and	lines, manage
people's views and	strengths can	choices and consider	loneliness can	changing emotions
feeling.	contribute to others,	consequences.	affect children	and recognise how
	managing time and		and that it is very	they can impact on
	resources		important for	relationships, know
			children to discuss	about and
			their feelings with	understand the cyclic
			an adult and seek	nature of life and
			support, identify	how death is an
			strategies to	inevitable part of this
			respond to	cycle, recognise if
			negative	family relationships
			behaviour	are making them feel
			constructively and	unhappy or unsafe,
			ask for help, learn	and how to seek help
			to prepare and	or advice from others
			cook a variety of	if needed, understand
			dishes, identify	the need for empathy
			the range of jobs	when peers are
			carried out by the	experiencing conflict
			people we know,	at home, reflect on
			reflect on the	how to deal with
			range of skills	feelings about
			needed in	ourselves and others
			different jobs,	in a positive way,

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	face new recognise that
	challenges positive friendships
	positively and and relationships can
	know when to promote health and
	seek help, behave wellbeing, identify
	safely and how to find
	responsibly in information and
	different advice through help
	situations, form lines, manage
	and maintain changing emotions
	appropriate and recognise how
	relationships with they can impact on
	a range of relationships, talk
	different people. with a wide range of
	adults.
	understand that
	everyone has
	different
	strengths and
	weaknesses,
	recognise my
	strengths and
	how I can
	contribute to
	different groups ,
	learn about the
	importance of
	self-respect and
	how its links to
	happiness,
	recognise, name
	and manage my
	feelings in a
	positive way,
	identify and talk
	about my own

			and others'		
			strengths and		
			weaknesses and		
			how to improve,		
			self-assess,		
			understanding		
			how this will help		
			my future actions,		
			reflect on my		
			worth as an		
			individual by		
			identifying		
			positive things		
			about myself and		
			my achievements,		
			know how to set		
			realistic targets,		
			understand how		
			to break down the		
			steps needed to		
			achieve a goal,		
			reflect on the		
			range of skills		
			needed in		
			different jobs,		
			recognise why		
			people work,		
			make responsible		
			choices and		
			consider		
			consequences.		
Hygiene	understanding how	the importance of		know key facts about	
	germs spread and the	bathing and		puberty and the	
	importance of	showering and		changing adolescent	
	washing hands, make	maintaining personal		body, particularly	
	simple choices that	hygiene, making		from age 9-11, why	

I		
improve health and	simple choices that	they are taking place
wellbeing, basic	improve health and	and the importance
personal hygiene.	wellbeing including	of personal hygiene,
	healthy eating, good	including physical and
	dental hygiene and	emotional changes,
	how to take care of	recognise how my
	our teeth, healthy	behaviour and that of
	eating and which	others may influence
	foods are good for us,	people both
	learn about the	positively and
	importance of	negatively, work and
	medicine safety,	play independently
	know that household	and in groups,
	products and	showing sensitivity to
	medicines can be	others, recognise
	harmful if not used	how new
	properly, seeking help	relationships may
	from an appropriate	develop, manage
	adult when necessary,	changing emotions
	recognise and	and recognise how
	manage risk in	they can impact on
	everyday activities.	relationships, know
		the characteristics
		and mental and
		physical benefits of
		an active lifestyle
		understand the
		importance of
		making changes in
		adopting a healthier
		lifestyle, negotiate
		and present my own
		views, reflect on how
		to deal with feelings
		about myself, my
		family and others in a

		positive way, develop
		strategies for
		understanding,
		managing and
		controlling strong
		feelings and
		emotions and dealing
		with negative
		pressures, recognise
		that when the body
		changes during
		puberty it can affect
		feelings and
		behaviour, take
		responsibility for my
		physical activity and
		nutrition in achieving
		a physically and
		mentally healthy
		lifestyle, identify how
		to find information
		and advice through
		help lines.
Healthy Eating	learning about where	know what know what
	fruit and vegetables	constitutes a constitutes a healthy
	grow, making healthy	healthy diet diet (including
	choices,	(including understanding
	understanding the	understanding calories and other
	need for protein in a	calories and other nutritional content),
	balanced diet,	nutritional know about the
	recognising which	content), know different food groups
	types of food are	where different and their related
	healthy, making	foods come from, importance as part of
	positive choices,	explore the a balanced diet,
	understanding why	relationship and develop an
	healthy eating and	balance between awareness of dietary

р	hysical activity are	physical activity	needs, reach
	mportant.	and nutrition in	agreements, make
		achieving a	decisions and
		physically and	manage discussions
		mentally healthy	to achieve positive
		lifestyle, make	results, negotiate and
		informed lifestyle	present my own
		choices,	views, explore the
		understand the	relationship and
		function of	balance between
		different food	physical activity and
		groups for a	nutrition in achieving
		balanced diet,	a healthy lifestyle,
		make informed	make informed
		lifestyle choices,	lifestyle choice, know
		Know the	the principles of
		principles of	planning and
		planning and	preparing a range of
		preparing a range	healthy meals, work
		of healthy meals,	collaboratively
		reach	towards common
		agreements,	goals, recognise my
		make decisions	strengths and
		and manage	contribute to groups,
		discussions to	listen to and show
		achieve positive	consideration for
		results, recognise	other people's views,
		stereotyping and	work independently
		discrimination,	and in groups, take
		identify the range	responsibility for my
		of jobs carried out	physical activity and
		by the people I	nutrition in achieving
		know, reflect on	a physically and
		the range of skills	mentally healthy
		needed in	lifestyle, cook (with a
		different jobs,	variety of

			learn to prepare	ingredients) and	
			and cook a variety	apply the principles	
			of dishes, reflect	of nutrition and	
			on the range of	healthy eating,	
			skills needed in	respond to	
			different jobs,	challenges, including	
			behave safely and	recognising, taking	
			responsibly in	and managing risk,	
			different	make connections	
			situations, form	between my learning,	
			and maintain	the world of work	
			appropriate	and my future	
			relationships with	economic wellbeing,	
			a range of	take action based on	
			different people.	responsible choice.	
Fairness	understanding the	Understanding the			
	importance of	difference between			
	respecting others and	right and wrong,			
	our differences e.g.	recognise how my			
	culture, personality,	behaviour affects and			
	physically, in	influences others,			
	character etc;	learning to self-assess			
	recognising right and	and how this will			
	wrong and what is fair	affect my future			
	and unfair.	actions.			
	Understanding what	Understand that			
	is kind and unkind and	family and friends			
	that family and friends	should care for each			
	should care for each	other, how my			
	other, recognising	behaviour affects			
	how my behaviour	others, recognise			
	affects others.	right and wrong and			
		what is fair and unfair			
		and why, recognise			
		how my behaviour			

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		and that of others			
		may influence people,			
		listen to and reflect			
		on other people's			
		views and feelings,			
		learn strategies to			
		cope with unfair			
		teasing			
Bullying	Understanding the	Understanding the	know the		
	different types of	different types of	difference		
	bullying, the impact of	bullying, the impact	between isolated		
	bullying,	of bullying,	hostile incidents		
	responsibilities of	responsibilities of	and bullying,		
	bystanders and how	bystanders and how	recognise how		
	to get help,	to get help, keep	attitude, peer		
	understand that	talking until we are	pressure and		
	bullying is wrong,	heard, understand	behaviour,		
	understanding the	that bullying is wrong,	including bullying,		
	difference between	understanding how	may affect others		
	impulsive and	we can help someone	including how		
	considered behaviour,	who has been bullied,	they influence		
	recognising how our	knowing how to deal	choice and		
	behaviour affects	with bullying,	behaviour, talk		
	others.	recognise there are	about our views		
		people who care for	on issues that		
		and look after me,	affect us and		
		identify different	others, identify		
		relationships and why	strategies to		
		they are important,	respond to		
		getting help from	negative		
		appropriate adults,	behaviour		
		recognising how our	constructively and		
		behaviour affects	ask for help,		
		others.	understand what		
		ouiels.	self-esteem is and		
			why it is		

important, know
how to
communicate our
opinions in a
group setting,
empathise with
another
viewpoint,
understand the
terms 'resilience'
and 'persistence'
and their
importance,
reflect on how
people can take
actions, make a
positive
contribution and
have a say in what
happens, both
locally and
nationally, work
and play
independently
and in groups,
showing
sensitivity to
others, respond
to challenges,
including
recognising,
taking and
managing risk,
face new
challenges
positively and

			know when to		
			seek help, know		
			about different		
			types of bullying		
			(including		
			cyberbullying),		
			the impact of		
			bullying,		
			responsibilities of		
			bystanders		
			(primarily		
			reporting bullying		
			to an adult) and		
			how to get help,		
			recognise right		
			and wrong, what		
			is fair and unfair		
			and explain why.		
Money and Finance	Understand where	Understand the	reflect on our	learn about and	learn about
	money comes from,	importance of	spending habits /	reflect on spending	budgeting and
	recognise notes and	managing money	choices,	habits / choices,	what it means to
	coins, choices people	carefully, recognise	Understand why	understand why	budget,
	make on spending	where money comes	financial	financial	understand why
	money on things they	from and the choices	management and	management and	financial
	want and need,	people make to spend	planning is	planning is important	management and
	understand the role of	money on things they	important from a	from a young age,	planning is
	money in our society,	want and need,	young age,	identify the	important from a
	identify different	understand that we	identify the	difference between	young age,
	types of work people	cannot always afford	difference	needs and wants,	recognise that
	do and learn about	the items we want to	between needs	make decisions,	people's basic
	different places of	buy, understand the	and wants, make	giving consideration	needs are the
	work, understand why	importance of making	decisions, giving	to the impact they	same around the
	it is important to keep	choices and spending	consideration to	may have on others,	world, discussing
	money safe.	money wise, gain a	the impact they	set goals, prioritise	why some
		basic understanding	may have on	and manage time and	societies are more
			others, set goals,	resources,	able to meet

of enterprise and	prioritise and	understanding how	these needs than
contribute to these.	manage time and	this will help my	others, work
contribute to triese.	resources,	future actions,	collaboratively
			towards common
	understanding	recognise what	
	how this will help	influences the	goals, reach
	my future actions,	choices people make	agreements, make
	recognise what	about how money is	decisions and
	influences the	spent.	manage
	choices people		discussions to
	make about how		achieve positive
	money is spent.		results, recognise
			how people
			manage money
			and learn about
			basic financial
			capability, make
			connections
			between their
			learning, the
			world of work and
			my future
			economic
			wellbeing, look
			after my money
			and realise that
			future wants and
			needs may be met
			through saving,
			understand
			financial terms
			such as loan,
			interest, tax and
			discount,
			understand why
			aspirations are
			important in
		<u> </u>	important in

		helping to plan for
		the future,
		identify the
		difference
		between needs
		and wants, set
		goals, prioritise
		and manage time
		and resources,
		understanding
		how this will help
		my future actions,
		identify the skills I
		need to develop
		to make my own
		contribution in the
		working world in
		the future, show
		initiative and take
		responsibility for
		activities that
		develop
		enterprise
		capability, begin
		to set personal
		goals.
		know and
		understand the
		principles of
		enterprise,
		understand profit
		and loss, work
		collaboratively
		towards common
		goals, reach

			agreements, make
			decisions and
			manage
			discussions to
			achieve positive
			results, recognise
			my strengths and
			how I can
			contribute to
			different groups,
			take the lead,
			prioritise actions
			and work
			independently
			and
			collaboratively
			towards goals,
			respond to
			challenges,
			including
			recognising,
			taking and
			managing risk,
			identify the skills I
			need to develop
			to make my own
			contribution in the
			working world in
			the future, show
			initiative and take
			responsibility for
			activities that
			develop
			enterprise
			capability,
			understand the
		J	unuerstand the

					principles of charity work.
Communities/Diversity	understand our roles	Understand why it is	Know what a	understand the	chartey work
	in the class	important to be part of	stereotype is, and	benefits of living in a	
	community and how	a community, show	how stereotypes	diverse community	
	to contribute to	awareness of issues	can be unfair,	and learn to celebrate	
	classroom life, listen	affecting communities	negative or	diversity, recognise	
	to and reflect on	and groups, recognise	destructive,	that communities and	
	other people's views	the importance of local	understand the	the people within	
	showing respect,	organisations in	terms	them are diverse,	
	developing different	providing for the	'discrimination'	changing and	
	roles within the	needs of the local	and 'stereotype',	interconnected,	
	classroom, recognise	community, reflect on	Challenge	discuss how people	
	the difference	how people can take	stereotypes	can live and work	
	between good and	actions, make a	relating to gender	together to benefit	
	bad choices, consider	positive contribution	and work,	my communities,	
	ways of looking after	and have a say in what	awareness of	recognise and	
	the school and caring	happens, both locally	issues affecting	respect similarities	
	for the local	and nationally, work	communities and	and differences	
	environment, take	independently and in	groups, recognise	between people,	
	part in decision	groups, taking on	the importance of	work independently	
	making activities,	different roles and	local	and in groups, taking	
	understanding that	collaborating towards	organisations in	on different roles and	
	we belong to various	common goals,	providing for the	collaborating	
	groups and	recognise how new	needs of the local	towards common	
	communities, identify	relationships may	community,	goals.	
	the importance of	develop	reflect on how		
	rules and why they		people can take		
	apply to me, develop	recognise the	actions, make a		
	a sense of belonging	importance of local	positive		
	in the wider	organisations in	contribution and		
	community.	providing for the	have a say in what		
		needs of the local	happens, both		
	Understand the role	community, make	locally and		
	of the local	decisions, giving	nationally,		
	community, listen to	consideration to the	recognise how		

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	and consider other	impact they may have	new relationships		
	people's views,	on others, recognise	may develop.		
	develop social skills	and manage risk in			
	taking on different	everyday activities,			
	roles, consider ways	take responsibility for			
	of looking after the	my own safety and the			
	school and the local	safety of others and be			
	environment, identify	able to seek help in an			
	the importance of	emergency, extend			
	rules and why they	strategies to cope with			
	apply to me, suggest	risky situations,			
	rules that could	behave safely and			
	improve things for	responsibly in different			
	the common good,	situations, Know how			
	develop a strong	to make a clear and			
	relationship with the	efficient call to			
	local community,	emergency services if			
	understand the	necessary.			
	importance of shared				
	responsibility within				
	all communities,				
	express views and				
	take part in decision				
	making activities.				
Changing and	Similarities and	Understand that the			
Growing	differences between	rate at which we grow			
	boys and girls, learn	differs from person to			
	about the process of	person, recognise and			
	growing from young	respect similarities and			
	to old, respecting	differences between			
	similarities and	people, listen to and			
	differences between	show consideration for			
	people, learn the	other people's views,			
	names of the	show awareness of			
	different parts of the	changes that take			
	body (including	place as I grow,			

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	breasts, penis and	understand how to		
	vagina which are	look after our teeth,		
	anatomical body	Understand what		
	parts), learn about	happens when we lose		
	the physical and	teeth as we grow up		
	emotional changes of	and why this happens.		
	our bodies as we			
	grow, know that we			
	have rights over our			
	own bodies,			
	recognise the physical			
	changes we have			
	experienced since			
	birth, learn about			
	how our needs			
	change and grow as			
	we develop.			
	·			
	Learn to take			
	responsibilities for			
	our actions, learn to			
	be responsible for			
	another living thing,			
	recognise how my			
	behaviour affects and			
	influences others,			
	listen to and respect			
	other people's views.			
	know that there is a			
	normal range of			
	emotions and that we			
	experience these in			
	different situations,			
	know that it is			
	acceptable to			

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		experience different				
		feelings and				
		emotions, recognise				
		and manage feelings				
		in positive ways,				
		listen to and respect				
		other people's views				
		and feelings, learn				
		about the importance				
		of love, recognise				
		how our behaviour				
		can affect and				
		influence other				
		people, understand				
		and be aware of the				
		different ways to				
		show sadness,				
		understand about				
		coping with change				
		and loss,				
Healthy Lifestyles	understanding the	understand how	Know that mental		Know that mental	know how to
	need for physical	muscles work, make	wellbeing is a normal		wellbeing is a normal	recognise early
	activity to stay	positive real-life	part of daily life, in the		part of daily life, in	signs of physical
	healthy, recognise the	choices, recognise	same way as physical		the same way as	illness, such as
	benefits of regular	why healthy eating	health, understand the		physical health, know	weight loss, or
	exercise.	and physical activity	difference between		about the basic	unexplained
		are beneficial, make	the terms physical,		synergy between	changes to the
		simple choices that	emotional and mental,		physical, emotional	body, self-assess,
		improve health and	Recognise and respect		and mental health,	understanding
		wellbeing, recognise	similarities and		negotiate and	how this will help
		the benefits of	differences between		present my own	my future actions,
		regular exercise,	people, recognise the		views, reflect on my	talk with a wide
		understand the	benefits of regular		worth as an individual	range of adults,
		benefits of different	exercise, self-assess		by identifying positive	know the facts
		physical activities for	and understand how		things about myself	and science
		promoting health,	this will help our future		and my	relating to
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looking at balanced	actions, develop	achievements, show	allergies,
healthy life-styles.	strategies for	awareness of	immunisation and
	managing and	changes that take	vaccination, listen
	controlling strong	place as I grow,	to and show
	feelings and emotions,	recognise that when	consideration for
	become more self-	the body changes	other people's
	aware, make informed	during puberty it can	views, make
	lifestyle choices,	affect feelings and	responsible,
	understand why	behaviour, take	informed
	setting goals is	responsibility for my	decisions.
	important, listen to,	physical activity and	
	reflect on and respect	nutrition in achieving	know how and
	other people's views	a physically and	when to seek
	and feelings, Know the	mentally healthy	support including
	importance of	lifestyle.	which adults to
	sufficient, good quality		speak to in school
	sleep for good health	know the facts about	if they are worried
	and that a lack of sleep	legal and illegal	about their health,
	can affect weight,	harmful substances	know that it is
	mood and ability to	and associated risks,	common for
	learn, make	including smoking,	people to
	responsible choices	alcohol use and drug-	experience mental
	and consider	taking, take action	ill health. For
	consequences, make	based on responsible	many people who
	informed lifestyle	choices, develop	do, the problems
	choices.	strategies for	can be resolved if
		understanding,	the right support
	Understand the	managing and	is made available,
	meaning of the word	controlling strong	especially if
	'healthy', negotiate	feelings and	accessed early
	and present my own	emotions and dealing	enough, take
	views, explore the	with negative	responsibility for
	relationship and	pressures, identify	my own safety
	balance between	the different kinds of	and the safety of
	physical activity and	risks associated with	others and be able
	nutrition in achieving a	the use and misuse of	to seek help in an

healthy lifestyle, begin to make informed lifestyle (including obesity), Know the recommended guidelines for physical activity and understand the reasons for these, make responsible, choices, Know the risks associated with an inactive lifestyle (including obesity), Know the recommended guidelines for physical activity and understand the reasons for these, make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently emotions and emotions and eliming to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently emotions and emotions and eliming to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently emotions and sections relating to medicines, alcohol, tobacco and other substances and drugs. develop strategies for understand symmate gently emotions and eachorie, tobacco and other substances and drugs. develop strained symmate gently in emarking and emotions		physically and montally	a range of substances amorgans:
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friend, understand why it is important to be how stereotypes can be unfair, negative or formal and legally	,		
it is important to be be unfair, negative or formal and legally			
		positive in	destructive recognised

relationships with	understand the term	commitment of
others, work	'diversity' and	two people to
cooperatively showing	appreciate diversity	each other which
fairness and	within school, learn	is intended to be
consideration to	about the need for	lifelong, reflect on
others, talk about	tolerance for those	the many
views on issues that	who are different	different types of
affect me and my class,	from us, listen to,	relationships that
empathise with others,	reflect on and respect	exist.
know how important	other people's views	
that friendships are I	and feelings, talk	know that mental
making us feel happy	about my views on	wellbeing is a
and secure, how	issues that affect me	normal part of
people choose and	and my class.	daily life, in the
make friends, know		same way as
that healthy	know that each	physical health,
friendships are positive	person's body	know that bullying
and do not make	belongs to them, and	(including
others feel lonely and	the differences	cyberbullying) has
excluded, know that	between appropriate	a negative and,
friendships have 'ups	and inappropriate or	often, lasting
and downs' and that	unsafe physical, and	impact on mental
these can often be	other, contact,	wellbeing,
worked through, know	understand the	recognise how
that friendships can be	importance of touch	attitude,
repaired or even	in a range of	behaviour and
strengthened and that	contexts, know the	peer pressure can
resorting to violence is	difference between	influence choice
never right,	appropriate and	and behaviour,
understand	inappropriate	including dealing
appropriate	touches, know how	with bullying,
boundaries with peers	to recognise and	recognise that
and others (including	report feelings of	positive
online), forming and	being unsafe or	friendships and
maintaining	feeling bad about any	relationships can
relationships with	adult, take	promote health
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different people,	responsibility for my	and wellbeing,
recognise individuals	own safety and the	know that
for their excellent skills	safety of others and	relationships can
and actions.	be able to seek help	change as a result
	in an emergency.	of growing up,
		recognise how my
		behaviour and
		that of others may
		influence people
		both positively
		and negatively,
		reflect on how to
		deal with feelings
		about myself, my
		family and others
		in a positive way,
		develop strategies
		for understanding,
		managing and
		controlling strong
		feelings and
		emotions and
		dealing with
		negative pressure,
		recognise that
		when the body
		changes during
		puberty it can
		affect feelings and
		behaviour,
		manage changing
		emotions and
		recognise how
		they can impact
		on relationships.

Collaboration	Understand why it is understand how understand that identify and talk
	important to listen to we are all there are many about my own an
	others, work co- connected by our situations in which others' strengths
	operatively, showing similarities, work collaboration is (including how
	fairness and co-operatively, necessary, develop they can
	consideration to showing fairness teamwork skills, work contribute to
	others, reflect on and consideration co-operatively, different groups)
	mistakes and make to others, showing fairness and and weaknesses
	amends, Understand recognise and consideration to and how to
	why it is important to respect others, recognise improve, self-
	work collaboratively, similarities and strengths and how assess,
	take the lead, prioritise differences they can contribute understanding
	actions and work between people, to different groups, how this will help
	independently and empathise with work independently my future actions
	collaboratively another and in groups, taking identify the skills
	towards goals, viewpoint, know on different roles and need to develop
	respond to challenges, that stable, caring collaborating to make my own
	including recognising, relationships, towards common contribution in th
	taking and managing which may be of goals, recognise how working world in
	risk, empathise with different types, new relationships the future, reflect
	another viewpoint, are at the heart of may develop, reflect on past
	Know how to identify happy families, on the many different achievements,
	ways to improve the and are important types of relationships recognise
	environment, Know for children's that exist, know the achievements of
	how to spot problems security as they principles of planning others as being
	and find ways of grow up, know and preparing a worthwhile and
	dealing with them, and understand range of healthy important, work
	suggest how to how the make-up meals, listen to and collaboratively
	contribute to a range of family units can show consideration towards commor
	of activities that help differ, form and for other people's goals, make
	become more maintain views, take connections
	enterprising. appropriate responsibility for my between my
	relationships with physical activity and learning, the
	a range of nutrition in achieving world of work an
	different people, a physically and my future
	understand and mentally healthy economic

 		<u></u>
appreciate the	lifestyle, know what	wellbeing, set
range of different	constitutes a healthy	personal goals,
cultures and	diet (including	recognise how my
religions	understanding	behaviour and
represented	calories and other	that of others may
within school,	nutritional content),	influence people
learn about the	know how to cook	both positively
need for tolerance	(with a variety of	and negatively.
for those who are	ingredients) and	
different from us	apply the principles	know the
including our	of nutrition and	importance of
faiths and beliefs,	healthy eating, reach	self-respect and
work co-	agreements, make	how this links to
operatively,	decisions and	happiness, learn
showing fairness	manage discussions	about racial
and consideration	to achieve positive	discrimination and
to others, know	results, respond to	its impact on
what a stereotype	challenges, including	societies, past and
is, and how	recognising, taking	present, identify
stereotypes can	and managing risk,	different forms of
be unfair,	make connections	discrimination
negative or	between my learning,	against people in
destructive,	the world of work	societies,
challenge	and my future	recognise and
stereotyping and	economic wellbeing,	respect similarities
discrimination,	take action based on	and differences
listen to, reflect	responsible choice.	between people,
on and respect	·	recognise and
other people's		challenge
views and		stereotyping and
feelings, talk		discrimination
about views on		recognise the
issues that affect		factors influencing
us, understand		opinion and
the term		choice, including
'diversity' and		the media, know

				appreciate diversity within school.	what a stereotype is, and how stereotypes can be unfair, negative or destructive, learn about gender discrimination and its impact, know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the
					together and sharing each other's lives, learn about the importance of family within different cultures, identify different forms of
					discrimination against people in societies.
Safe Zone	I can recognise that there are many people online who	I can use the internet to communicate with people I don't know	I can explain how information put online about me can last for a		

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

could make me feel	well (e.g. email a pen-	long time. I know who		
sad, embarrassed or	pal in another	to talk to if I think		
upset. If something	school / country). I	someone has made a		
happens that make	can give examples of	mistake about putting		
me feel sad, worried,	how I might use	something online.		
uncomfortable or	technology to			
frightened I can give	communicate with	I can give examples of		
examples of when	others I don't know	bullying behaviour and		
and how to speak to	well	how it could look		
an adult I can trust.		online. I understand		
		how bullying can make		
I can explain why		someone feel. I can		
work I create using		talk about how		
technology belongs to		someone can / would		
me (e.g. 'It's my idea'		get help about being		
or 'I designed it'). I		bullied online or		
can save my work so		offline.		
that others know it				
belongs to me (e.g.				
filename, name or				
content).				
I can recognise more				
detailed examples of				
information that is				
personal to me (e.g.				
where I live, my				
family's name,				
where I go to school).				
I can explain why I				
should always ask a				
trusted adult before I				
share any information				
about myself online. I				
can explain how				
passwords can be			 	

Extremism and Radicalism	used to protect information and devices. Understand the meaning and	Recognise the difference between	Understand the meaning and	Recognise the features of	Recognise extremism and radicalisation.	Recognise extremism and
nadicalisti.	differences between 'fact' and 'opinion'. Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted. Recognise and know how to deal with situations involving peer pressure. Recognise and respect similarities and differences between people	'fact' and 'opinion'. Recognise and know how to deal with situations involving confrontation. Recognise and respect similarities and differences between people Understand the meanings of 'same' and 'different'. Recognise ways in which they are connected to each other. Understand that difference is a positive feature. Identify and respect similarities and differences between people.	importance of resilience and courage. Recognise and know how to deal with situations involving peer pressure	extremism. Identify why and how people are recruited into extremist activity. Identify some of the stereotypes relevant to extremism. Understand how extremism can lead to harmLesson 3Minority Groups Recognise individuality and celebrate differences. Identify and challenge stereotypes, including LGBT and other minority groups	Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to radicalisation. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm	radicalisation. Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to extremism. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm
Substance Related Abuse				Understand why it is important to focus on keeping healthy and take appropriate	Understand the term 'risk' and how it links to consequence Understand the term 'addiction' and know	Become familiar with the names of the most common drugs

	action by makir	some of the different	Understand how
	healthy choices	forms it can take.	advertising
		Recognise the link	influences our
		between choice and	choices
		consequence	
Relationship and Sex		Know how and	Know about and
Education		understand why close	understand the
		relationships are	physical, mental
		formed, especially	and emotional
		during adolescence.	changes that take
		Understand why	place during
		friendship is	puberty. Learn
		important in the	about sex (and
		establishment of	bust some myths!
		close relationships	
			Understand why
			friendship is
			important in the
			establishment of
			close
			relationships.
			Know the feature
			of a healthy
			relationship.
			Understand what
			an unhealthy
			relationship is and
			know how to dea
			with relationship
			issues.
			Know about
			gender identities
			and have an
			awareness of

			transgender
			issues.
			Understand the
			difference
			between being
			transgender and
			cross-dresser