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| Term | Y3 | Y4 | Y5 | Y6 |
| Autumn 1  (WSF – World First Aid Day) | WHOLE SCHOOL post-covid focus:   * Mental health and feelings * Zones of regulation * Grief * Changes * Managing emotions * Social skills   Health and Well-Being: Keeping Safe   * what germs and bacteria are * health and safety rules * Who keeps us safe? | WHOLE SCHOOL post-covid focus:   * Mental health and feelings * Zones of regulation * Grief * Changes * Managing emotions * Social skills   Health and Well-Being: Healthy Lifestyles   * Balanced lifestyle * Images may not represent the ‘true’ image and why this might be done   Health and Well-Being: Keeping Safe   * hygiene routines to help spread of germs and bacteria * What help do you receive to stay healthy and safe? * Helpful and unhelpful responses in emergency situations | WHOLE SCHOOL post-covid focus:   * Mental health and feelings * Zones of regulation * Grief * Changes * Managing emotions * Social skills   Health and Well-Being: Healthy Lifestyles   * physical, mental and emotional health * Recognise that images in the media can be digitally enhanced or manipulated – how does this affect people’s feelings?   Health and Well-Being: Keeping Safe   * importance of good hygiene to prevent the spread of infection * emergency first aid including calling 999 * how to seek help in an emergency | WHOLE SCHOOL post-covid focus:   * Mental health and feelings * Zones of regulation * Grief * Changes * Managing emotions * Social skills   Health and Well-Being: Healthy Lifestyles  - informed choices on health (how choices are influenced by advertising)  - how images are altered and how this is not conductive to wellbeing  Health and Well-Being: Growing and Changing   * How do our feelings change over time? * Where to seek help if we experience not so good feelings most/all of the time * How to manage changes associated with puberty (physical or emotional) * human reproduction * consent * sexual intercourse |
| Autumn 2  (WSF – Anti-bullying week) | Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * Who is important to us? * How can we make and keep good friendships? * How does our behaviour affect others? * Feeling comfortable or uncomfortable with people in our body space * Should this be private or shared? * When is a secret safe? | Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * What relationships do we have or do we know about? * How does our behaviour make other people feel? * Touching that we don’t like/makes us feel uncomfortable * Negotiating to resolve conflict * Personal boundaries and respecting privacy * When should be keep things confidential? * Consent in friendshups | Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * Confidentiality/secrets * different kinds of relationships, friendships and families * essential constituents of a positive, healthy relationship * unhealthy/unsafe relationships * civil partnerships/marriage * consequences of positive and negative behaviour * physical touch/attention that is un/acceptable / in/appropriate / un/wanted * negotiation and appropriate compromise * When things should be kept private, and what shouldn’t. | Relationships: Healthy Relationships  Relationships: Feelings and Emotions   * How secrets can compromise safety * Different types of loving relationships * Unsafe/uncomfortable relationships * Civil partnerships/marriage * What helps people make decisions about how to act? * Consent around physical contact * Constructive feedback in negotiation/compromise situations * What is ok to share? What should be kept private? |
| Spring 1  (WSF – Safer Internet Day) | Living in the Wider World: Rights and Responsibilities   * What behaviours are anti-social? * What communities do we belong to? * How can we make a community a good place? * Not everything you see/read is true | Living in the Wider World: Rights and Responsibilities   * Potential consequences of anti-social/aggressive behaviour * Skills to support communities * How does the media influence people? | Living in the Wider World: Rights and Responsibilities   * Challenging anti-social behaviour * Risks of being involved in anti-social behaviour * critique how the media present information * critically examine social media * Which organisations support communities to thrive? * How pressure groups lead social change | Living in the Wider World: Rights and Responsibilities   * Hurtful (Inc. prejudicial) behaviour? * Where to go for help when anti-social behaviour cannot be managed. * Why are pressure groups needed? * How media reinforces stereotypes * The potential dangers of accepting information at place value |
| Spring 2  (WSF – Water safety) | Relationships: Valuing Difference   * Stereotypes (boys/girls) * What is bullying? * What do families look like? | Relationships: Valuing Difference   * Gender stereotyping * How does bullying make us feel? * How are families different? | Relationships: Valuing Difference   * Equalities Act 2010 * Who does my identity affect my self-respect? * Challenging stereotypes * Sex, gender, sexual orientation * Prejudice and discrimination | Health and Well-Being: Healthy Lifestyles  - drug laws  - why people choose to use drugs  - risks of drugs  - allergies/immunisation/vaccines |
| Summer 1  (WSF – Mental Health Awareness Week) | Health and Well-Being: Healthy Lifestyles   * Recognise that images can be changed or altered   Health and Well-Being: Keeping Safe   * positive and negative pressure   Health and Well-Being: Healthy Lifestyles   * Maintain good health (what food?) | Health and Well-Being: Healthy Lifestyles   * Legal drugs (alcohol, tobacco, energy drinks)   Health and Well-Being: Keeping Safe   * how to manage or resist pressure * Dental health | Health and Well-Being: Healthy Lifestyles   * legal and illegal drugs * side effects of drugs   Health and Well-Being: Keeping Safe   * Peer pressure to copy peers to fit in * Sharing information and photos online (and how to manage this) * Responsible use of mobile phones | Health and Well-Being: Keeping Safe   * Protect themselves and others from passing on bacteria and viruses * How peer pressure to gain peer’s acceptable or approval can impact negatively * How to maintain calm in an emergency * Emergency first aid: recovery position, tending to minor injuries/how to give accurate information to emergency services * Positive mobile phone habits * Understand that the responsibility for safety is changing as they become more independent (although still not solely responsible, trusted and known adults are). * FGM |
| Summer 2  (WSF – Healthy Eating Week  WSF – School Diversity Week) | Health and Well-Being: Growing and Changing   * How do we experience feelings? * Self-care * Sun exposure and risks attached | Health and Well-Being: Growing and Changing   * overwhelming feelings * sharing feelings * physical changes of puberty | Health and Well-Being: Growing and Changing   * puberty * human reproduction * expressing intensity of feelings * conflicting thoughts/emotions * human life cycle * how puberty relates to having children * reproductive organs * periods/ejaculation * pregnancy | Relationships: Valuing difference   * How can prejudice and discrimination manifest? * Identity * Equality act * Stereotyping/labels * How are stereotypes reinforced? |