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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 wellbeingHealth 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
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| Autumn 2(WSF – Anti-bullying week) | Relationships: Healthy RelationshipsRelationships: 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 RelationshipsRelationships: 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 RelationshipsRelationships: 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 RelationshipsRelationships: 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?
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| 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
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| 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
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| Summer 2 (WSF – Healthy Eating WeekWSF – 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?
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