



PSHE

At Bessemer Primary School, we strive to deliver a diverse PSHE curriculum to ensure we develop confident, progressive and ambitious members of our community. Through our creative PSHE curriculum, we offer carefully planned and resourced lessons whereby the children will develop knowledge, skills and attributes which are integral in protecting and enhancing their wellbeing. By delivering high quality lessons, we promote progression across the core PSHE themes: Health & Wellbeing, Living in the Wider World and Relationships. By equipping our children with a range of relevant and meaningful skills, they will develop into self-aware and respectful individuals who have a strong understanding of the world around them.

Nursery			
	Autumn Making relationships	Spring Understanding emotions	Sense of Self
	<ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and 	<ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism Enjoys a sense of belonging through being involved in daily tasks Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new

		<p>words can hurt others' feelings.</p> <ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<p>social situations and being able to express their needs and ask adults for help</p>
Reception			
	Making relationships Autumn	Understanding emotions Spring	Sense of Self Summer
	<ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs. Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship 	<ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, "emotional refueling" and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>	<ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Year 1

<p>National Curriculum target links:</p> <p>SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -<i>Science in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) –Health Education –Relationships Education</p> <p>OTHER LINKS: - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity</p>						
<p style="text-align: center;">Health and Wellbeing</p> <p style="text-align: center;">Autumn 1 Autumn 2</p>		<p style="text-align: center;">Living in the Wider World</p> <p style="text-align: center;">Spring 1 Spring 2</p>		<p style="text-align: center;">Relationships</p> <p style="text-align: center;">Summer 1 Summer 2</p>		
<p>Feelings UNCRC: Article 27 EWMH – Self- Esteem/Awareness</p> <ul style="list-style-type: none"> How to tell how people are feeling <p>Children should: - <i>Be able to show some self-awareness</i></p> <p>Keeping Well and Clean Healthy and Safe Health Education</p> <ul style="list-style-type: none"> How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that 	<p>Parts of the Body (CWP) [biology] Healthy and Safe</p> <ul style="list-style-type: none"> About their bodies and how they work [biology] <p>Children should: - <i>Identify, name, draw and label the basic parts of the human body [biology]</i></p> <p>Mums and Babies – how we grow (CWP) EWMH</p> <ul style="list-style-type: none"> About babies and birth and about the process of growing from young to old [biology] That babies need care and attention (love) in order to calm them if they are upset [biology] How people’s needs change & responsibilities that increasing 	<p>Persuasion & Reality UNCRC: Articles 12 & 30 EWMH Anti-bullying Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> More about differences between fantasy and reality <p>Children should: - <i>Understand the difference between these</i></p> <p>Being Different Anti-bullying Values, SMSC & RE – diversity and equal opportunities Citizenship & British Values – sense of community</p>	<p>Looking After Myself Healthy and Safe UNCRC: Article 6 Citizenship & British Values – world of work</p> <ul style="list-style-type: none"> More about road safety and who helps us keep safe <p>Children should: - <i>Understand the role of the Emergency Services</i></p> <p>Health and prevention Health Education</p> <ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and 	<p>Memories and Growing Up EWMH – self-esteem Values & SMSC UNCRC: Article 29</p> <ul style="list-style-type: none"> About special memories <p>Children should: - <i>Make a memory box and choose contents</i></p> <p>Losing and Finding EWMH – self esteem</p> <ul style="list-style-type: none"> About what happens when things get lost or change <p>Children should: - <i>Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</i></p>	<p>Same and Different – being truthful EWMH Anti-bullying UNCRC: Article 3</p> <ul style="list-style-type: none"> About truth and lies and more about diversity <p>Children should: - <i>Be able to show what constitutes a good friend</i></p> <p>- <i>Recognise what is fair and unfair, kind & unkind including bullying because someone is different to you</i></p> <p>Making and Breaking Friendships Relationships Education EWMH Values & SMSC</p>	

	<p>of others [biology]</p> <ul style="list-style-type: none"> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs and the importance of handwashing The importance of sufficient good quality sleep for good health. <p>Children should: - <i>Know how to keep themselves clean and how to brush their teeth effectively</i> [biology]</p> <p>-<i>Know how much sleep they need and some good sleeping habits.</i></p> <p>Drug Education (DATE) Healthy and Safe EWMH</p> <ul style="list-style-type: none"> That household products, including medicines, can be harmful if 	<p>independence may bring [biology]</p> <p>Children should: - <i>Bring in photos of themselves/ their parents/carers at different stages from birth till now</i></p> <p>- <i>Plan a visit by a Mum and formulate questions</i></p> <p>Physical and health and fitness Health Education</p> <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Children should: -<i>Take part in different physical activities and talk about their benefits.</i></p> <p>-<i>Know which adults they can speak to about their health.</i></p> <p>-<i>Know how to maintain and active, healthy lifestyle.</i></p>	<ul style="list-style-type: none"> More about other people's opinions and views <p>Children should: - <i>Be able to construct a simple survey</i></p> <p>- <i>Begin to recognise that people are different and that is ok</i></p> <p>Sustainable Development Citizenship & British Values [chemistry]</p> <ul style="list-style-type: none"> About the environment and <i>take part in a class recycling activity</i> 	<p>how to reduce the risk of sun damage.</p> <p>Children should: - <i>Describe ways they can stay safe in the sunshine.</i></p>		<ul style="list-style-type: none"> About when friendships break up, or people move away <p>Children should: -<i>Understand about feelings associated with this</i></p> <p>Coping with Conflict EWMH Anti-bullying Relationships Education</p> <ul style="list-style-type: none"> More about teasing & bullying, the different types of teasing and bullying, that these are wrong and unacceptable Consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <p>Children should: - <i>Know why this is wrong and how to get help.</i></p> <p>- <i>Recognise when people are being unkind either to them or others, how to</i></p>
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	<p>not used properly [Working scientifically]</p> <ul style="list-style-type: none"> About feeling worried <p>Children should: <i>- Know how to protect themselves</i></p> <p>Healthy Eating Health Education</p> <ul style="list-style-type: none"> What constitutes a healthy diet The principles of planning and preparing a range of healthy meals <p>Children should: <i>-Be able to give examples of healthy food and drink choices.</i></p>					<p><i>respond, who to tell and what to say</i></p> <p>Internet safety and harms Health Education</p> <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Where and how to report concerns and get support with issues online. <p>Children should: <i>-Be able to identify a person to speak to about issues online.</i></p> <p><i>-Be able to explain how they use the internet and why it is beneficial.</i></p> <p><i>-Know how to keep their personal information private when online.</i></p>
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-Create a poster about Internet Safety.

Year 2

National Curriculum target links:
SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe
 -Citizenship & British Values (PREVENT) -Science *in italics* - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) –Health Education –Relationships Education
OTHER LINKS:
 - United Nations Convention on the Rights of the Child (UNCRC)
 - Values, SMSC & RE – Inc. diversity and equal opportunities
 - PE/Sport & Physical Activity

	Health and Wellbeing		Living in the Wider World		Relationships	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>Healthy Eating and Keeping Fit Healthy and Safe Health Education UNCRC: Article 24</p> <ul style="list-style-type: none"> About what food is healthy and that too much or too little food can be unhealthy Learn about exercise and what makes places healthy Begin to learn how to make real, informed choices that improve their physical and emotional health <p>Children should: <i>- Use their learning to plan a healthy lunchbox biology</i></p> <p><i>- Plan and carry out a programme of exercise PE/Sport</i></p> <p>About My Body (CWP) EWMH – self esteem</p>	<p>Drug Education (DATE) [biology]</p> <ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used properly [Working scientifically] Rules for and ways of keeping physically & emotionally safe <p>Children should: <i>-Know how to protect themselves</i></p> <p><i>-Describe ways to be physically and emotionally safe.</i></p> <p>Health and Prevention Health Education</p> <ul style="list-style-type: none"> About personal hygiene and germs, how they are spread and treated and the importance of handwashing. <p>Children should: <i>-Describe the importance of handwashing.</i></p> <p><i>-Know how to wash their hands effectively.</i></p>	<p>Money and Shopping Citizenship & British Values – Financial Capability</p> <ul style="list-style-type: none"> About money and spending <p>Children should: <i>-Be able to role-play simple financial transactions</i> Our School Community</p> <p>UNCRC: Articles 2 & 36 Citizenship & British Values – sense of community</p> <ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety through bikeability programme) [Working scientifically] 	<p>Special Days UNCRC: Article 14 Values, SMSC & RE – diversity and equal opportunities</p> <ul style="list-style-type: none"> About a range of festivals <p>Children should: <i>- Demonstrate this learning at an assembly or display</i></p> <p>Global Food Citizenship & British Values - Sustainable Development</p> <ul style="list-style-type: none"> About where food comes from [Working scientifically biology] <p>Children should: <i>- Learn more about the ethics of food supply</i></p>	<p>Same and Different – being truthful EWMH Anti-bullying UNCRC: Article 3</p> <ul style="list-style-type: none"> About truth and lies and more about diversity <p>Children should: <i>- Be able to show what constitutes a good friend</i></p> <p><i>- Recognise what is fair and unfair, kind & unkind including bullying because someone is different to you</i></p> <p>Making and Breaking Friendships Relationships Education EWMH Values & SMSC</p> <ul style="list-style-type: none"> About when friendships break up, or people move away <p>Children should: <i>-Understand about feelings associated with this</i></p> <p>Coping with Conflict Relationships Education</p>	<p>Variety of Relationships Relationships Education EWMH Values, SMSC & RE</p> <ul style="list-style-type: none"> About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them and identify special people and how they care for them. <p>Children should: <i>- Recognise that they share a responsibility for keeping themselves and others safe, when to say,</i></p>
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<ul style="list-style-type: none"> • More about parts of the body and how the body works [biology] & PE/Sport • About the physical similarities and differences between biological males and females [biology] <p>Children should: - <i>Be able to name the main parts of the body (including external genitalia) [biology]</i></p> <p>- <i>Be able to show understanding of key bodily functions [biology] & PE/Sport</i></p> <p>Growing and Changing</p> <ul style="list-style-type: none"> • More about what happens as things grow [biology] <p>Children should: - <i>Be able to describe some elements of the growth cycle [biology]</i></p> <p>Healthy People Healthy and Safe Health Education UNCRC: Article 24</p> <ul style="list-style-type: none"> • About what healthy people do. This should include learning about the benefits of rest and exercise. [biology] & PE/Sport & Physical Activity <p>Children should: - <i>Be able to describe the components of a healthy day</i></p>	<p>Personal Identity EWMH – self esteem</p> <ul style="list-style-type: none"> • To set simple but challenging goals • Learn from experiences and recognize their strengths <p>Children should: - <i>Set their own goals to achieve.</i></p> <p>Basic First Aid Health Education</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid. including: wasp & bee stings, cuts & grazes, vomiting and nosebleeds. <p>Children should: - <i>Know key information to relay to the emergency services when making a phone call.</i></p> <p>- <i>Role play basic first aid.</i></p> <p>Physical Health and Fitness Health Education</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle <p>Children should: - <i>Take part in different physical activities and talk about their benefits.</i></p>	<ul style="list-style-type: none"> • Rules for safety in the environment (incl. rail, water & fire safety) [Working scientifically] • About safety online, the responsible use of ICT, • The difference between secrets and surprises and understanding not to keep adults' secrets) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) [Working scientifically] • To offer constructive support and feedback to others [Working scientifically] • To identify and respect the differences and similarities between people <p>Children should: - <i>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</i></p> <p>- <i>Use various media to illustrate this</i></p>	<p>Health and Prevention Health Education</p> <ul style="list-style-type: none"> • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage. <p>Children should: - <i>Describe ways they can stay safe in the sunshine.</i></p> <p>- <i>Create a poster about Sun Safety.</i></p>	<p>EWMH Anti-bullying</p> <ul style="list-style-type: none"> • More about teasing & bullying, the different types of teasing and bullying, that these are wrong and unacceptable • Consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <p>Children should: - <i>Know why this is wrong and how to get help.</i></p> <p>- <i>Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</i></p> <p>Internet safety and harms Health Education</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Where and how to report concerns and get support with issues online. <p>Children should: - <i>Be able to identify a person to speak to about issues online.</i></p> <p>- <i>Be able to explain how they use the internet and why it is beneficial.</i></p>	<p>'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>Personal Safety Relationships Education EWMH Healthy and Safe UNCRC: Article 36</p> <ul style="list-style-type: none"> • About who to talk to if they have concerns, questions or worries <p>Children should: - <i>Know difference between secrets & surprises & learn not to keep adults' secrets</i></p>
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	<p>[biology] & PE/Sport & Physical Activity</p> <p>-Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences</p> <p>- Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people [biology] & PE/Sport & Physical Activity</p>	<p>-Know which adults they can speak to about their health.</p>			<p>-Know how to keep their personal information private when online.</p> <p>-Create a poster about Internet Safety.</p>	
Year 3						
<p>National Curriculum target links:</p>	<p>SAFEGUARDING LINKS:</p> <ul style="list-style-type: none"> -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) -Health Education -Relationships Education <p>OTHER LINKS:</p> <ul style="list-style-type: none"> - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Emotions and Feelings – looking at pressure Health Education</p> <p>EWMH Anti-bullying</p> <p>UNCRC: Articles 17 & 27</p> <ul style="list-style-type: none"> • How to deal with feelings, how to cope with pressure • What positively and negatively affects their physical, mental and emotional health (including the media) 	<p>Keeping Safe Health Education</p> <p>Healthy and Safe</p> <p>UNCRC: Article 6</p> <ul style="list-style-type: none"> • About risks they may face • That bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria [Working scientifically, biology] • About personal hygiene and germs including bacteria and viruses, how they are spread and treated and the importance of handwashing. 	<p>My Community and Me</p> <p>Citizenship & British Values</p> <p>UNCRC: Article 3</p> <ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally <p>Children should:</p> <p>- Recognise the role of <i>voluntary, community and</i></p>	<p>Our Ideal Community</p> <p>Citizenship & British values – sense of community, participation, world of work</p> <ul style="list-style-type: none"> • About how community facilities work <p>Children should:</p> <p>- Produce a map of the <i>community</i></p>	<p>Persuasion and Pressure</p> <p>Relationships Education</p> <p>EWMH Anti-bullying</p> <p>UNCRC: Articles 23 & 34</p> <ul style="list-style-type: none"> • That their actions affect themselves and others • About the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ <p>Children should:</p>	<p>Our Ideal Community</p> <p>Citizenship & British values – sense of community, participation, world of work</p> <ul style="list-style-type: none"> • About how community facilities work <p>Children should:</p> <p>- Produce a map of the <i>community</i></p>

<p>Children should: - Know who they can talk to if they are beginning to feel pressured</p> <p>Feeling Sad and Making Choices EWMH – self awareness</p> <ul style="list-style-type: none"> That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) About critical thinking and decision making <p>Children should: - Be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them)</p> <p>- Be able to write about feelings Looking After Others</p> <p>EWMH Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> About the UN Convention on the Rights of the Child UNCRC: Article 4 <p>Children should: - Be able to talk about feelings</p> <p>- Recognise and respond appropriately to a wider range of feelings in others</p> <p>- Have looked after a toy pet, and recorded this [Working scientifically, biology]</p>	<p>Children should: - Be able to describe what risk is and how this may affect decisions</p> <p>-Describe how some viruses and bacteria spread.</p> <p>-Know how to wash their hands effectively and other routines for keeping safe.</p> <p>Drug Education (DATE) Healthy and Safe</p> <ul style="list-style-type: none"> About the impact of smoking and passive smoking and laws to prevent smoking [Working scientifically, biology] School rules about health and safety, basic emergency aid procedures, where and how to get help <p>Children should: - Be able to ask for help or assistance</p> <p>Accidents and Prevention Healthy and safe</p> <ul style="list-style-type: none"> About outdoor places and how to behave responsibly <p>Children should: - Produce a display on outdoor risks</p> <p>Physical health and fitness Health Education</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. <p>Children should: -Take part in a variety of different exercises at school.</p>	<p><i>pressure groups, especially in relation to health and wellbeing</i></p> <p>Councillors – what do they do? Citizenship & British values UNCRC: Article 12</p> <ul style="list-style-type: none"> About Children’s Rights and local democracy That there are different kinds of rights and responsibilities at home, at school, in the community and towards the environment Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <p>Children should: - Show an understanding of the role of a school councillor</p> <p>- Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p>	<p>Where do things come from? Citizenship & British values – sustainable development, environment</p> <ul style="list-style-type: none"> About sources of products and Fair-trade [Working scientifically, biology] <p>Children should: - Be able to debate about ethics</p>	<p>- Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>- Be able to demonstrate some basic techniques for resisting pressure</p> <p>Exclusion/Inclusion Relationships Education EWMH Anti-bullying UNCRC: Articles 23 & 34</p> <ul style="list-style-type: none"> About equal opportunities and their importance <p>Children should: -Be able to show understanding of difference including disability</p> <p>- Recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Mental Wellbeing Health Education Relationships Education</p> <ul style="list-style-type: none"> That bullying (including cyberbullying) has negative and often lasting impact on mental wellbeing. <p>Children should: -Describe ways in which they can seek support if experiencing bullying.</p> <p>-Create Anti-Bullying posters.</p> <p>Internet safety and harms Health Education</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming are age restricted. 	<p>Where do things come from? Citizenship & British values – sustainable development, environment</p> <ul style="list-style-type: none"> About sources of products and Fair-trade [Working scientifically, biology] <p>Children should: - Be able to debate about ethics</p>
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	<p>Mental Wellbeing Health Education</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>Children should: -Describe how they are feeling along with their behaviour and actions.</p> <p>-Describe techniques that benefit their personal mental wellbeing.</p>	<p>-Plan a class workout and participate in it.</p>			<ul style="list-style-type: none"> • That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support on issues online. <p>Children should: -Know the age restrictions and content restrictions for popular social media and gaming sites.</p> <p>-Know who/where to seek support and advice from when the internet becomes a negative place.</p>	
Year 4						
<p>National Curriculum target links:</p>	<p>SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe</p> <p>-Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) –Health Education –Relationships Education</p> <p>OTHER LINKS:</p> <p>- United Nations Convention on the Rights of the Child (UNCRC)</p> <p>- Values, SMSC & RE – Inc. diversity and equal opportunities</p> <p>- PE/Sport & Physical Activity</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Healthy Eating Health Education Healthy and Safe PE/Sport UNCRC: Article 24</p>	<p>Decision Making Healthy and safe</p> <ul style="list-style-type: none"> • How to make informed choices (including recognising that choices can have positive, 	<p>Media and the Community UNCRC: Article 17 Citizenship & British Values – Children’s Rights & Media Literacy</p>	<p>Fundraising Activities Citizenship & British Values – financial capability, participation</p>	<p>Persuasion and Pressure Relationships Education EWMH Anti-bullying UNCRC: Articles 23 & 34</p>	<p>Relationships and Sex Education (CWP) EWMH – self-awareness Healthy and Safe</p>

<ul style="list-style-type: none"> About what food is healthy and why [biology] To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on diet and health) <p>Children should: - Be able to design a series of healthy menus and compare these with each other and the food offered in school</p> <p>- Understand how they will begin to change [biology]</p> <p>Drug, Alcohol and Tobacco Education (DATE) Healthy and Safe</p> <ul style="list-style-type: none"> About the effects of alcohol and how to make safe decisions [Working scientifically, biology] <p>Children should: - Describe some effects of alcohol and how to be safe.</p>	<ul style="list-style-type: none"> About what food is healthy and why [biology] To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on diet and health) <p>Children should: - Be able to design a series of healthy menus and compare these with each other and the food offered in school</p> <p>- Understand how they will begin to change [biology]</p> <p>Drug, Alcohol and Tobacco Education (DATE) Healthy and Safe</p> <ul style="list-style-type: none"> About the effects of alcohol and how to make safe decisions [Working scientifically, biology] <p>Children should: - Describe some effects of alcohol and how to be safe.</p>	<p>neutral and negative consequences)</p> <p>Children should: - Be able to describe the effects of smoking and how to make safe decisions [Working scientifically, biology]</p> <p>- Begin to understand the concept of a 'balanced lifestyle'</p> <p>Basic first aid Health Education</p> <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary Concepts of basic first aid, including common injuries and head injuries including: headaches, head injuries, sprains, broken bones, asthma and eye injuries. <p>Children should: - Role play making a call to emergency services, including knowing key personal information to share.</p> <p>- Observe or take part in basic first aid procedures.</p> <p>Health and Prevention Health Education</p> <ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Children should: - Create an information leaflet about sleep and how to have a good sleep routine. - Know key features of good oral hygiene.</p>	<ul style="list-style-type: none"> About how the media influences decisions About sources of persuasion including the media [Working scientifically, biology] The importance of protecting personal information, including passwords, addresses and images <p>Children should: - Be able to hold a debate on a topical issue</p> <p>- Be able to recognise some persuasive media tactics e.g. on television advert</p> <p>- Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment and the online risks of social media including YouTube channels) and to use this as an opportunity to build resilience.</p> <p>Children's Rights Citizenship & British Values UNCRC: Article 4</p> <ul style="list-style-type: none"> About the UN Convention on the Rights of the Child 	<ul style="list-style-type: none"> About what voluntary agencies do <p>Children should: - Plan and undertake a simple fundraising project</p> <p>- Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>Recycling Project Citizenship & British Values – sustainable development, environmental participation</p> <ul style="list-style-type: none"> More about the local community <p>Children should: - Be able to explain what can be recycled in their "local" recycling bins [Working scientifically, biology, chemistry]</p>	<ul style="list-style-type: none"> That their actions affect themselves and others About the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <p>Children should: - Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond - Be able to demonstrate some basic techniques for resisting pressure</p> <p>Exclusion/Inclusion Relationships Education EWMH Anti-bullying UNCRC: Articles 23 & 34</p> <ul style="list-style-type: none"> About equal opportunities and their importance <p>Children should: - Be able to show understanding of difference including disability</p> <p>- Recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Mental Wellbeing Health Education Relationships Education</p> <ul style="list-style-type: none"> That bullying (including cyberbullying) has negative and often lasting impact on mental wellbeing. <p>Children should: - Describe ways in which they can seek support if experiencing bullying.</p>	<ul style="list-style-type: none"> How their body will change as they approach and move through puberty [biology] About the emotional changes they may experience during puberty <p>Children should: - Be able to recognise changes to their own bodies</p> <p>Bereavement, Loss and Separation EWMH</p> <ul style="list-style-type: none"> About how it feels to lose someone <p>Children should: - Be able to identify who can help them with difficult feelings</p>
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	<p>Strong Feelings EWMH</p> <ul style="list-style-type: none"> About strong feelings and mood swings <p>Children should: <i>- Be able to express these feelings in writing</i></p> <p>Mental Wellbeing Health Education</p> <ul style="list-style-type: none"> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Children should: <i>-Research community based projects that support and promote mental wellbeing.</i></p> <p>Physical health and fitness Health Education</p> <ul style="list-style-type: none"> The characteristics and mental and physical benefits of and active lifestyle The risks associated with an inactive lifestyle (including obesity) <p>Children should: <i>-Describe the characteristics of an active and inactive lifestyle.</i></p>		<p>Children should: <i>- Be able to give examples of right and wrong (universal and within English)</i></p> <p><i>- Recognise that their increasing duty to protect all people's rights and keep themselves and others safe</i></p>		<p><i>-Create Anti-Bullying posters.</i></p> <p>Internet safety and harms Health Education</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming are age restricted. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support on issues online. <p>Children should: <i>-Know the age restrictions and content restrictions for popular social media and gaming sites.</i></p> <p><i>-Know who/where to seek support and advice from when the internet becomes a negative place.</i></p>	
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	-Create a week plan to ensure they are achieving and active lifestyle.					
Year 5						
National Curriculum target links:	SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science <i>in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) –Health Education –Relationships Education OTHER LINKS: - United Nations Convention on the Rights of the Child (UNCRC) - Values, SMSC & RE – Inc. diversity and equal opportunities - PE/Sport & Physical Activity					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy Lifestyles Health Education UNCRC: Articles 4, 6 & 24 Healthy and Safe Citizenship & British values – Children’s Rights <ul style="list-style-type: none"> About how their own lifestyle contributes to health [Working scientifically, biology] What is meant by the term ‘habit’ and why habits can be hard to change About taking care of their body [biology], understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact understanding (that actions and unwanted sexual behaviours constitute abuse, are a crime and how to 	Drugs, Alcohol and Tobacco Education (DATE) Healthy and Safe <ul style="list-style-type: none"> Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others [Working scientifically, biology] About alcohol, attitudes to drugs and making safe decisions in situations involving drugs Children should: <i>- Be able to describe the short- and long-term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations</i> Health and Prevention Health Education	Stereotypes and Changing Relationships Education UNCRC: Article 2 EWMH Values, SMSC & RE Anti-bullying <ul style="list-style-type: none"> That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) and about images and stereotypes 	Democracy Simulation UNCRC: Articles 12 & 13 Citizenship & British Values – Democracy and Government <ul style="list-style-type: none"> About how local democracy works Children should: <i>- Use a simulation to develop understanding of democracy</i> <i>- Work collaboratively towards shared goals to develop strategies to resolve disputes through negotiation and appropriate compromise</i> <i>- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including all types of bullying: cyber, racial, sexual, gender-</i>	What is a ‘Healthy Relationship?’ Relationships Education UNCRC: Article 30 <ul style="list-style-type: none"> More about a range of issues that can affect families About change, including transitions loss, separation, divorce and bereavement Children should: <i>- Be aware of some of the problems families/parents can face EWMH</i> Being left out & Coping with Bullying Relationships Education UNCRC: Article 2	Sex Relationship Education (CWP) Healthy and Safe <ul style="list-style-type: none"> About human reproduction [Working scientifically, biology] Children should: <i>- Realise that human reproduction is an adult activity and how to keep themselves safe from unwanted sexual behaviours</i> Gender Differences and Puberty (CWP) Healthy and Safe <ul style="list-style-type: none"> About development from birth and specific body parts

<p>get support if they have fears for themselves or their peers)</p> <p>Children should: - <i>Conduct a local survey to understand more about eating habits</i></p> <p>- <i>Create resources on body autonomy and practice assertiveness</i></p> <p>Healthy Eating Health Education</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (impact of alcohol on diet and health). <p>Children should: - <i>Analyse an example healthy diet and discuss positives and negatives.</i> - <i>Discuss example scenarios of unhealthy lifestyles.</i></p> <p>Physical health and fitness Health Education</p> <ul style="list-style-type: none"> • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support 	<p>Children should: - <i>Conduct a local survey to understand more about eating habits</i></p> <p>- <i>Create resources on body autonomy and practice assertiveness</i></p> <p>Healthy Eating Health Education</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (impact of alcohol on diet and health). <p>Children should: - <i>Analyse an example healthy diet and discuss positives and negatives.</i> - <i>Discuss example scenarios of unhealthy lifestyles.</i></p> <p>Physical health and fitness Health Education</p> <ul style="list-style-type: none"> • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support 	<ul style="list-style-type: none"> • Children will learn: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <p>Children should: - <i>Know who to speak to when experiencing changes to the body.</i></p> <p>- <i>Create a poster about safe and unsafe exposure to the sun.</i></p>	<p>Children should: - <i>be aware of the need to challenge stereotypes and prejudiced based bullying</i></p> <p>Global Community UNCRC: Article 22 Values & SMSC- diversity and equal opportunities</p> <ul style="list-style-type: none"> • About issues facing refugees, particularly in their local community • About the lives of people living in other places, and people with different Values and customs <p>Children should: - <i>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p>- <i>Be aware of the need to challenge stereotypes and prejudiced based bullying'</i> Diversity Values, SMSC & RE</p> <p>Anti-bullying</p> <ul style="list-style-type: none"> • About the lives of people living in other places, and people with different values and customs <p>Children should: - <i>appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p>	<p><i>based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and know how to respond and ask for help)</i></p> <p>Money and Saving</p> <p>Citizenship & British Values – Financial Capability, World of Work</p> <ul style="list-style-type: none"> • About saving and spending <p>Children should: - <i>run a simple marketing project in teams</i></p> <p>Personal Safety UNCRC: Article 36 EWMH Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> • That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • That these universal rights are there to protect everyone and primacy over national law 	<ul style="list-style-type: none"> • How it feels to be excluded or discriminated against EWMH • About how to deal with bullies Anti-bullying <p>Children should: - <i>Be able to describe how this feels</i></p> <p>- <i>Consider bullying themes within the school such as racism, hate speech, ability, special need, gender identity, disabilities, Homophobic, Biphobic and Transphobic (HBT) bullying and sexual bullying– including the use of words such as ‘gay’ as an insult</i></p> <p>- <i>Use role-play or other to demonstrate techniques they have learnt</i></p> <p>Working Together Anti-bullying</p> <ul style="list-style-type: none"> • How they can work together to bring about change <p>Children should: - <i>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view.</i></p> <p>Internet safety and harms Health Education</p> <ul style="list-style-type: none"> • 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. • 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. • How to be a discerning consumer of information 	<p>Children should: - <i>Be able to name these parts and understand their function [Working scientifically, biology]</i> - <i>Recognise that their identity is ‘Who they choose to live as’ and is their choice</i></p> <p>- <i>Know how to get help</i></p>
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	<p>including which adults to speak to in school if they are worried about their health.</p> <p>Children should: -<i>Know who they can speak to about their health and which organisations they can contact for support.</i></p>		<p>Setting Personal Goals UNCRC: Article 3 &13 EWMH Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> • How to set goals and targets for themselves <p>Children should: -<i>Produce a personal plan</i></p>	<p>and family and community practices</p> <p>Children should: - <i>Develop strategies for keeping physically and emotionally safe including road safety, safety in the environment such as gang culture and knife carrying and safety online (including social media, grooming, sexting, online bullying and the responsible use of the internet and devices used).</i></p>	<p>online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Children should: -<i>Create a leaflet about Internet Safety including: how to ration time online, the positives/negatives of the internet, key ages for social media sites and how to be a discerning consumer of information online.</i></p>	
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Year 6

National Curriculum target links	<p>SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -<i>Science in italics</i> - [biology/chemistry] - Chris Winter Project (CWP) including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE) -Health Education –Relationships Education</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Strong Emotions EWMH UNCRC: Article 27</p> <ul style="list-style-type: none"> • What is an appropriate and inappropriate emotional response <p>Children should:</p>	<p>Secrets and Dilemmas Healthy and Safe Relationships Education Values & SMSC</p> <ul style="list-style-type: none"> • About handling moral dilemmas and when to tell 	<p>Our Neighbours UNCRC: Article 30 Citizenship & British values – sense of community Values, SMSC & RE– diversity and equal opportunities</p>	<p>Democracy and Decisions UNCRC: Articles 3, 4, 12 & 13 Citizenship & British Values – Children’s Rights</p>	<p>Secrets and Dilemmas Healthy and Safe Relationships Education Values & SMSC</p> <ul style="list-style-type: none"> • About handling moral dilemmas and when to tell <p>Children should:</p>	<p>Relationships and Sex Education – what do we mean by love? (CWP) [biology]</p>

<p>- Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>- Be able to express what it means to be in command of themselves and others</p> <p>Self Confidence – valuing yourself and others Relationships Education UNCRC: Article 29 Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> About taking on more personal responsibility <p>Children should: - Be able to demonstrate how their actions affect others</p> <p>- Consider their responses to scenarios such hearing Homophobic, Biphobic and Transphobic (HBT) language, making choices and considering consequences around knife carrying and friendship/acquaintance choices.</p> <p>Health and Prevention Health Education</p> <ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<p>Children should: - Show understanding through role-play or other scenario activities</p> <p>Arguments and Families Relationships Education EWMH</p> <ul style="list-style-type: none"> About how different families behave/interact/communicate <p>Children should: - Recognise that reaching positive solutions usually involves negotiation and compromise</p> <p>Conflict Resolution Relationships Education EWMH UNCRC: Article 12</p> <ul style="list-style-type: none"> About how to deal with conflicts as they arise <p>Children should: - Be able to suggest strategies for handling conflict</p> <p>- Be able to recognise and manage ‘dares’</p> <p>- Be able to recognise how “peer acceptance” may be influential in their actions and behaviours</p> <p>- This may include exploring resisting gang culture and knife carrying.</p> <p>Internet and safety and harms Health Education</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming are age restricted That the internet can also be a negative place where online abuse, trolling, bullying and 	<ul style="list-style-type: none"> More about people in their community <p>Children should: - Be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. [Working scientifically]</p> <p>Racism and its consequences Anti-bullying Relationships Education UNCRC: Article 2 Values, SMSC & RE– diversity and equal opportunities</p> <ul style="list-style-type: none"> That actions have consequences – emotionally as well as physically and that bullying (including cyber, racial, sexual, gender-based, HBT, religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech), racist behaviours and knife carrying are wrong About aggressive behaviour <p>Children should: - Understand about bullying (including cyber, racial, sexual, gender-based, HBT,</p>	<ul style="list-style-type: none"> Learn about government and parliament <p>Children should: - Show understanding via letter writing</p> <p>Money and Me Citizenship & British Values – World of Work</p> <ul style="list-style-type: none"> About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment About enterprise and the skills that make someone ‘enterprising’ <p>Children should: - Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to</p>	<p>- Show understanding through role-play or other scenario activities</p> <p>Arguments and Families Relationships Education EWM</p> <ul style="list-style-type: none"> About how different families behave/interact/communicate <p>Children should: - Recognise that reaching positive solutions usually involves negotiation and compromise</p> <p>Conflict Resolution Relationships Education EWMH UNCRC: Article 12</p> <ul style="list-style-type: none"> About how to deal with conflicts as they arise <p>Children should: - Be able to suggest strategies for handling conflict</p> <p>- Be able to recognise and manage ‘dares’</p> <p>- Be able to recognise how “peer acceptance” may be influential in their actions and behaviours</p> <p>- This may include exploring resisting gang culture and knife carrying.</p> <p>Internet and safety and harms Health Education</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming are age restricted 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. How to be a discerning consumer of information 	<p>Relationships Education Healthy and Safe Values, SMSC & RE – diversity</p> <ul style="list-style-type: none"> About parenting and love That there is nothing that they should be afraid to ask about That there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM) To explore positive and negative ways of communicating in a relationship (online relationships) <p>Children should: - Appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</p> <p>- Be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so</p> <p>- Explore questions about RSE including Gender &</p>
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	<ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect, weight, mood and ability to learn. About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance handwashing. The facts and science relating to allergies, immunization and vaccination. <p>Children should: -Describe ways in which they can look after their health.</p> <p>-Look at case studies/example scenarios and discuss preventative messages that could support their health.</p>	<p>harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engine, is ranked, selected and targeted. <p>Children should: -Discuss examples of fake news/negative online experiences and how these can be rectified. -Reflect on their time and use on the internet.</p>	<p>religious, health-based or bullying based around special need or disability and the use of prejudice-based language and hate speech) and how to manage it.</p>	<p>society through the payment of VAT) - Explore and critique how the media present information structure and conduct interviews and compare results [Working scientifically, biology]</p> <p>Celebration – supporting each other Citizenship & British Values – sense of community</p> <ul style="list-style-type: none"> About the people who are responsible for helping them stay healthy and safe and ways that they can help these people <p>Children should: -Produce a Year 4 Resource on how to support each other</p>	<p>online including understanding that information, including that from search engine, is ranked, selected and targeted.</p> <p>Children should: -Discuss examples of fake news/negative online experiences and how these can be rectified. -Reflect on their time and use on the internet.</p>	<p>Sexual Identity including lesbian, gay, bisexual, trans, queer and interested (LGBTQI) and sexual health</p> <p>Moving On Healthy and Safe EWMH UNCR: Article 27 Citizenship & British Values – Children’s Rights</p> <ul style="list-style-type: none"> About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement <p>Children should: - Have a range of coping strategies with loss and bereavement</p> <p>- Be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc. – in reference possibly to ‘grooming’; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE).</p>
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