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| **Relationships** | **Week 1**  **(3 days)** | **Week 2**  **(w/c 25th Apr)** | **Week 3**  **(w/c 2nd May)** | **Week 4**  **(w/c 9th May)** | **Week 5**  **(w/c 16th May)** | **Week 6**  **(w/c 23rd May)** |
| Reception |  | **Safe and Unsafe**  **Healthy and Safe**  **Relationships Education**  **• Who keeps them safe and how**  **• About what is safe and unsafe**  *Children should:*  *- Be able to talk about how to keep safe* | **Friendship (CWP)**  **Relationships Education**  **• What friends are**  *Children should:*  *- Be able to communicate their feelings to others, to recognise how others show feelings and how to respond*  *- Be able to talk about what makes a good friend*  *- Recognise how their behaviour affects other people* | **Friendship (CWP)**  **To recognise the importance of saying sorry and**  **forgiveness**  *Children should:*  *-Know that arguing with friends and then making up*  *can make friendships stronger*  *-That resorting to violence is never right* | **Families (CWP)**   * **What makes a family**   *Children should:*  *-Recognise that all families are different*  *-Identify different members of the family*  *-Understand how members of the family help each other* | **Internet safety and harms**  **Health Education**  **• Where and how to report concerns and get support with issues online**  *Children should:*  *- Be able to identify a person to speak to about issues online.* |
| Yr1 |  | **Who Are Our Friends?**  **Relationships Education**  **• About different types of friends, including grown-ups**  *Children should:*  *-Be able to talk about friends* | **Who Are Our Friends?**  **Relationships Education**  **• The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises**  *Children should:*  *- Know how to get help if someone asks them to keep a secret that does not feel good* | **Feelings**  **To talk about good and not so good feelings**  *Children should*  *- Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings* | **Internet safety and harms**  **Health Education**  **• That for the 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.**    *Children should:*  *-Be able to explain how they use the internet and why it is beneficial.*  *-Know how to keep their personal information private when online.* | **Internet safety and harms**  **Health Education**  **• Where and how**  **to report concerns and get support with issues online.**  *Children should:*  *- Be able to identify a person to speak to about issues online.* |
| Yr2 |  | **Same and Different – being truthful**  **• About truth and lies and more about diversity**  *Children should:*  *- Be able to show what constitutes a good friend*  *- Recognise what is fair and unfair, kind & unkind including bullying because someone is different to you* | **Making and Breaking Friendships**  **Relationships Education**  **• About when friendships break up, or people move away**  *Children should:*  *-Understand about feelings associated with this* | **Coping With Conflict**  **Relationships Education**  **• More about teasing & bullying, the different types of teasing and bullying, that these are wrong and unacceptable**  **• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help**  *Children should:*  *- Know why this is wrong and how to get help.* | **Coping With Conflict**  **Relationships Education**  •**Consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities**  *Children should:*  *- Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say* | **Internet safety and harms**  **Health Education**  • **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.**  *Children should:*  *-Be able to identify a person to speak to about issues online.*  *-Be able to explain how they use the internet and why it is beneficial.*  *-Know how to keep their personal information private when online.*  *-Create a poster about Internet Safety.* |
| Yr3 |  | **Sex and Relationship Education (CWP) [biology]**  **• About biological gender and growing**  *Children should:*  *- Be aware of differences and gender identity* | **Types of Relationship (CWP) Relationships Education**  **• About different types of relationships including friends and families, civil partnerships and marriage**  **• That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (incl. same sex)**  *Children should:*  *- Understand that there are a variety of relationships* | **Families Who Live Far Away Relationships Education**  • **About extended families**  *Children should:*  *- Be able to discuss issues for families living overseas* | **Internet Safety and harms**  **Health Education**  • **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.**    *Children should:*  *-Know some of the risks when spending excessive time online.* | **Internet Safety and harms**  **Health Education**  **• Why social media, some computer games and online gaming are restricted.**  *Children should:*  *-Know the age restrictions and content restrictions for popular social media and gaming sites.* |
| Yr4 |  | **Persuasion and Pressure Relationships Education**  **• 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’**    *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* | **Exclusion/Inclusion**  **Relationships Education**  **• About equal opportunities and their importance**    *Children should:*  *-Be able to show understanding of difference including disability*  *- Recognise how images in the media do not always reflect reality and can affect how people feel about themselves* | **Feelings**  **Deepen their understanding of good and not so good feelings**  *Children should:*  *-To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.* | **Mental Wellbeing**  **Health Education**  **Relationships Education**  **• That bullying (including cyberbullying) has negative and often lasting impact on mental wellbeing.**  *Children should:*  *-Describe ways in which they can seek support if experiencing bullying.*  *-Create Anti-Bullying posters.* | **Internet safety and harms**  **Health Education**  **• 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.**  *Children should:*  *-Know the age restrictions and content restrictions for popular social media and gaming sites*  *. -Know who/where to seek support and advice from when the internet becomes a negative place.* |
| Yr5 |  | **What is a ‘Healthy Relationship?’ Relationships Education**  **• More about a range of issues that can affect families**  **• About change, including transitions loss, separation, divorce and bereavement**  *Children should:*  *- Be aware of some of the problems families/parents can face EWMH* | **Being left out & Coping with Bullying**  **Relationships Education**  **• How it feels to be excluded or discriminated against EWMH**  **• About how to deal with bullies**  *Children should:*  *- Be able to describe how this feels*  *- 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*  *- Use role-play or other to demonstrate techniques they have learnt* | **Working Together- Anti-bullying**  **• How they can work together to bring about change**    *Children should:*  *- 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.* | **Internet safety and harms**  **Health Education**  **• 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**.  Children should ***(Over two lessons):***  -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 | **Internet safety and harms**  **Health Education**  • **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 online including understanding that information, including that from search engines, is ranked, selected and targeted.**  Children should  ***(Over two lessons)***:  -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 |
| Yr6 |  | **Secrets and Dilemmas**  **• About handling moral dilemmas and when to tell**  *Children should:*  *- Show understanding through role-play or other scenario activities* | **Arguments and Families Relationships Education**  • **About how different families behave/interact/communicate**    *Children should:*  *- Recognise that reaching positive solutions usually involves negotiation and compromise* | **Conflict Resolution**  **Relationships Education**  • **About how to deal with conflicts**  *Children should:*  *- Be able to suggest strategies for handling conflict*  *- Be able to recognise and manage ‘dares’*  *- Be able to recognise how “peer acceptance” may be influential in their actions and behaviours*  *- This may include exploring resisting gang culture and knife carrying.* | **Internet and safety and harms**  **Health Education**  **• Why social media, some computer games and online gaming are age restricted**  *Children should:*  *-Discuss examples of fake news/negative online experiences and how these can be rectified.* | **Internet and safety and harms**  **Health Education**  • **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 online including understanding that information, including that from search engine, is ranked, selected and targeted.**  *Children should:*  -Reflect on their time and use on the internet. |

**Whole School Assembly Themes: Summer 1**

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|  | **Week 1**  **(w/c 20.4.22)** | **Week 2**  **(w/c 25.4.22)** | **Week 3**  **(w/c 2.5.22)** | **Week 4**  **(w/c 9.5.22)** | **Week 5**  **(w/c 16.5.22)** | **Week 6**  **(w/c 23.5.22)** |
| **Assembly Themes** | **Welcome Back**  **KS2 Mental Wellbeing Workshops**  ***(Wednesday 20th April)*** | ***Eid al-Fitr***  ***(Sunday 1st May)*** | ***Speak Out Stay Safe***  ***NSPCC***  ***(Assemblies for KS1 and KS2 saved in PSHE folder)*** | **Supporting Each Other** | **Walk to School Week/Keeping Fit and Healthy**  ***(16th -20th May)*** | **Queen’s Jubilee**  **(Friday 3rd June)** |

**Expectations**

* **Monday morning:** whole-school assembly *(see assembly themes)*
* **Tuesday morning:** in-class discussion based on assembly theme *(PSHE boards to be updated weekly in your classroom)*
* **Weekly**: PSHE lessons are to be taught with at least 2 pieces of evidence recorded in books (i.e. LQs, photos, post it notes, work in books etc)
* **At least 1 Lifting Limits lesson this half term**