

St John the Baptist Primary School E4S LTP

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Recognising feelings (inc happy and sad)	Secrets and privacy – worries and asking for help (pants rule)	Online activities and sources of internet information	Right and wrong, responsibilities People who help us with that	Well and unwell Medicines and germs	Coping with change (feelings) Similarities and differences (belonging)
2	Managing feelings and emotions	Digital footprints and using tech	Communicating online (being safe and cyberbullying)	Changes in growth since a baby Body parts and privacy	Families, friendship – love and kindness/ loss?	Staying safe Basic first aid and emergencies
Rowan A	Making Decisions, Taking Risks Bullying, personal boundaries, dares	Personal boundaries and the right to privacy	Bullying (inc cyber) Pressure to share and dares – including cyber	Online profiles and fake news	Healthier lifestyle choices, influence on exercise	Puberty – physical and emotional changes *separate lesson on menstruation*
Rowan B	Where information comes from and reliable sources	Safety – fire, beach road etc Rules, calling 999,	Identity/ gender expectations Communities we belong to	Achievement and goals *see notes* Health and wellbeing – sense of self	Hygiene and health – cleanliness, germs, immunisation Risk, hazard and emergency	Features of family and relationships (commitment, trust, respect, communication, manners)
Redwood A	Identities online and influence Identity and feelings	Drugs and Usage Tobacco and smoking	Image and Representation	Appropriate age online and access to information	Relationships, consent, appropriate touch, pressure & uncertain feelings	
Redwood B	Risks, privacy, secrets, surprises and Body privacy, sources of support	Self esteem/ confidence and the impact on self esteem impact of feelings on self	Mood swings Masculinity and femininity and media influences	Sleep and emotional health Healthy habits and choices (inc everyday drinks/ caffeine/ screen time)	Changing relationships Friendships (EHWB) When relationships go wrong (RSE) Science Changes as we grow, conception/ reproduction, stages of foetal growth	Online friendships, staying safe online and decision making/ influences

Curriculum overview- RSHE statutory guidance mapping

Year 1		RSHE guidance
Autumn 1		Pupils should be taught : - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Autumn 2		Pupils should be taught : - the importance of permission-seeking and giving in relationships with friends, peers and adults - what sorts of boundaries are appropriate in friendships with peers and others - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so
Spring 1		Pupils should be taught : - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - where and how to report concerns and get support with issues online.
Spring 2		Non statutory PSHE guidance. Pupils should be taught : - what rules are, why they are needed, and why different rules are needed for different situations - what responsibility and rights mean - the difference between right and wrong - to express feelings associated with fair and unfair

Summer 1	Pupils should be taught : • 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; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation • the facts about legal and illegal harmful substances and associated risks
Summer2	Pupils should be taught : • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Year 2	
Autumn 1	Pupils should be taught : - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Autumn 2	Pupils should be taught : - 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 - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
Spring 1	Pupils should be taught: - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - 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. where and how to report concerns and get support with issues
Spring 2	To be completed by school
Summer 1	Pupils should be taught : - that families are important for children growing up because they can give love, security and stability. • - 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 importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Summer 2	Pupils should be taught : • 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; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation • the facts about legal and illegal harmful substances and associated risks

Rowan B	RSHE guidance
Autumn 1	Pupils should be taught : • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources
Autumn 2	Pupils should be taught : • the importance of permission-seeking and giving in relationships with friends, peers and adults • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • 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
Spring 1	
Spring 2	Pupils should be taught : • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online
Summer 1	Pupils should be taught : • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) • 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; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Summer2	Pupils should be taught • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle • about personal hygiene and germs.

Rowan B		RSHE guidance
Autumn 1		Pupils should be taught : • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
Autumn 2		Pupils should be taught : • how to make a clear and efficient call to emergency services if necessary. • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources
Spring 1		Pupils should be taught : • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of self-respect and how this links to their own happiness what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Spring 2		Non statutory PSHE guidance. Pupils should be taught : • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
Summer 1		Pupils should be taught : • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination • the facts about legal and illegal harmful substances and associated risks, how to make a clear and efficient call to emergency services if necessary.
Summer2		Pupils should be taught : • that families are important for children growing up because they can give love, security and stability. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

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| | <ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority |
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Redwood A		RSHE guidance
Autumn 1		Pupils should be taught : - the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - 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 recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
Autumn 2		Pupils should be taught the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Spring 1		Pupils should be taught : - that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
Spring 2		Pupils should be taught : - that for most people the internet is an integral part of life and has many benefits. - 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. - 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. - why social media, some computer games and online gaming, for example, 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 online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues

Summer 1		Pupils should be taught : - the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. - practical steps they can take in a range of different contexts to improve or support respectful relationships - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - the importance of self-respect and how this links to their own happiness. - the importance of permission-seeking and giving in relationships with friends, peers and adults - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so
Summer2		Pupils should be taught : - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Redwood B	RSHE guidance
Autumn 1	Pupils should be taught : - the importance of permission-seeking and giving in relationships with friends, peers and adults - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so
Autumn 2	Pupils should be taught : - know what is special about their abilities, interests, strengths and weaknesses - to understand self esteem and self worth - know ways of coping with difficult emotions - be able to express positive qualities about themselves and others - be able to talk confidently with adults and peers about their thoughts and feelings
Spring 1	Pupils should be taught to: - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.
Spring 2	Pupils should be taught : - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - the characteristics and mental and physical benefits of an active lifestyle - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

		that mental wellbeing is a normal part of daily life, in the same way as physical health.
Summer 1 and Summer 2		Pupils should be taught : • the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. • practical steps they can take in a range of different contexts to improve or support respectful relationships • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (online included) • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of self-respect and how this links to their own happiness. • 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 • 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. • where and how to report concerns and get support with issues online

Curriculum overview- End point objective and vocab

Year 1	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - the range of different feelings and emotions they experience and what these are called. - what it feels like in our bodies when we experience different feelings and what this might look like on the outside. - to consider what makes them feel different emotions and how their body lets them know what they are feeling. - some of the strong feelings they experience and identify ways to cope with strong feelings. - to consider who their trusted adults are and who can help them to feel better when they are not feeling so good.	feelings, emotions, happy, unhappy, sad, upset, worried, nervous, excited, angry, comfortable, uncomfortable, scared, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, experience, strong feelings, facial expressions, body language, cope, help, trusted adults
Autumn 2	By the end of Autumn 2 pupils will learn; - about the difference between surprises, secrets and privacy. - the sort of things people may want to keep private and how they may feel if their privacy is shared with others. - To consider what we need to do to keep our bodies safe and when we may need to break someone's privacy. - about appropriate and inappropriate touch and how these can make our body feel. - To consider who their trusted adults are and who they can talk to if they feel uncertain, uncomfortable or worried about something or someone.	secrets, private, privacy, worries, help, trusted adults, good touch, bad touch, safe, unsafe, worried, uncertain, uncomfortable, 'butterflies'
Spring 1	By the end of Spring 1 pupils will learn; - what it means to be online and offline. - the different methods for finding information and some of the reasons why people go online. - To identify the reasons why they go online and what information they access. - to consider how much time they spend online and when time spent online becomes unhealthy and why - about how to access information safely on the Internet and what they should do if they come across something that worries or upsets them online.	online, offline, Internet, websites, web pages, information, technology, access, search, search engine, healthy, unhealthy, safe, safely, rules, true, untrue, false, worried, upset, help
Spring2	By the end of Spring 2 pupils will learn; - the difference between right and wrong and some of the feelings associated with this. - the difference between fair and unfair and how this can make us feel.	right, wrong, fair, unfair, difference, actions, feelings, responsible, responsibilities, support, help, rules, consequences, choices, impact

	• what it means to be responsible and some of the things that they are responsible for. • what rules are and why we have them as well as the possible consequences of not following the rules. • who can help us if something isn't fair or if someone isn't following the rules.	
Summer 1	By the end of Summer 1 pupils will learn; • the difference between well and unwell and some of the feelings associated with this. • what it means to keep our bodies well and some of the things that might make us unwell. • what germs are and how they can be passed from person to another. some of the things that they can do to stop germs and diseases spreading. • what medicines are and some of the reasons people might need to take medicines. • who is able to give us medicines and what the safety rules for taking medicines are.	healthy, unhealthy, friendship, Permission, asking, consent, yes, no, maybe, Personal space, personal boundaries, permission, respect, Appropriate, inappropriate, touch, permission, personal boundaries, feeling
Summer 2	Pupils will learn; • the similarities and differences between themselves and others. what it means to be unique and that everyone is equal. • To consider what groups they belong to and how it feels to be part of a group. • about their rights and responsibilities, including their responsibilities towards others. • about the feelings associated with change and loss and how this can make people behave. • to consider the things that they treasure and how they can help others who have lost something to feel better.	similar, different, unique, equal, belong, belonging, included, rights, responsibilities, treasure, precious, lost, ruined, loss, change, permanent, temporary, behaviour, emotions, feelings - happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous

Year 2	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - the difference between comfortable and uncomfortable feelings. - how people's facial expressions and body language can reflect how they are feeling and why. - the difference between physical and emotional hurt and how these can affect people's feelings. - how the way we feel can affect our behaviour and how that can make other people feel - strategies they can use to help them manage a range of feelings and some of the things they can do to help themselves and others feel better.	feelings, emotions, happy, sad, upset, angry, cross, worried, anxious, tired, bored, excited, jealous, nervous, scared, embarrassed, ashamed, silly, lonely, grumpy, confident, calm, proud, comfortable, uncomfortable, positive, negative, physical hurt, emotional hurt, body language, facial expressions, cope, manage
Autumn 2	By the end of Autumn 2 pupils will learn; - what their digital footprint is and some of the ways they can manage it. - who can see their online information and why it is important to protect what others can see. - about some of the harmful things that can be done with their online information. - how we see ourselves and others online and what impact an online post can have on this. - who they can ask for help if they are worried or upset about something online.	digital footprint, information, profile, online, offline, post, pretend, harmful, protect, impact, worried, upset, help
Spring 1	By the end of Spring 1 pupils will learn; - the different platforms we use to communicate with people online and how to do this safely. - to consider how we decide whether to post something about someone else online and how this could make them feel. - about the consequences of our actions online on ourselves and others and who they can talk to/ask for help if they were negatively affected by something online.	online, platforms, communicate, safe, Internet, post, positive, negative, actions, consequences, bullying, upset, worried, help , Online Relationships and Cyberbullying resources
Spring 2	School based previous plans	
Summer 1	By the end of Summer 1 pupils will learn; - about what a family is and what family means to them. - to consider how they like to be treated by people in their family and some of the different ways we can show that we love someone. - about different kinds of families and the similarities and differences between them. - about different kinds of relationships and the appropriate behaviour within them. - to consider some of the changes that we may experience in our lives and the feelings and emotions associated with change.	family, families, friendship, love, care, kindness, same, different, similarities, differences, relationships, roles, responsibilities, feelings, emotions, change, strategies, cope

	who they can ask for help and some of the strategies they can use to help them cope with confusing or difficult emotions.	
Summer 2	By the end of Spring 2 pupils will learn; - the things that are safe to put into/onto their body. - substances that are harmful and not harmful - how to keep themselves and others safe. - medicines and some of the reasons why people use them.	safe, safety rules, household substances, harmful, not harmful, safe, unsafe, hazard, medicines, vaccinations, drug, illness, well, unwell, risk, pressure, emergency, non-emergency, 999, first aid, treatment, burns, bleeding, head injury, choking, broken bone, asthma attack

Rowan A	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - To identify what constitutes a risk, a danger and a hazard and what situations may include these. - what a dare is and consider how and why others try to persuade people to do something they feel uncertain about. - what a threat is and what they should do if they feel threatened. - To consider when it can be difficult to be responsible and how they might become more responsible as they get older. - what can help them when they feel under pressure to do something risky and who they can ask for advice and support.	risk, risky, hazard, danger, dare, persuade, influence, pressure, uncertain, worried, threat, threatened, responsible, responsibility, safety, help, advice, support, trusted adults
Autumn 2	By the end of Autumn 2 pupils will learn; - how to keep things private and what sort of things they should keep/want to keep private. - key skills and phrases to support them with protecting and maintaining their privacy as well as understanding the consequences of sharing someone else's private information. - the difference between secrets and surprises, and be able to understand when it might be necessary to break someone's privacy. - To consider how to maintain their own privacy in both virtual and online situations. - to tell the difference between myths, opinions and facts about growing up and changing.	Share, online, keeping safe online, virtual, safe, safety, unsafe, saying 'no', private, privacy, surprises, secrets, protect, myths, facts, fake news, opinions, choices, consequences, impact, actions.
Spring 1	By the end of Spring 1 pupils will learn; - what a dare looks like online and consider whether some dares are ok. - explore how they might feel when asked to do a dare or share something online. - what these feelings mean and understand what is meant by 'gut instinct'.	Share, online, keeping safe online, virtual, safe, safety, unsafe, saying 'no', private, privacy, surprises, secrets, protect, myths, facts, fake news, opinions, choices, consequences, impact, actions.

	• strategies for saying no when feeling unsure about doing or sharing something online and consider why people might try to persuade them to share something they are uncertain about. • strategies to help them identify if someone is pressuring them. • to consider the impact that sharing something online could have on themselves and others, and know who to go to for help if something is shared about them or if they feel pressured to do something they are uncertain about.	
Spring2	By the end of Spring 2 pupils will learn; • learn about different social media platforms, apps and games and what the age limits are. • learn about the importance of age limits and why they are set. • about online identity and profiles and the importance of protecting them. • the difference between truth and untrue or fake news and the steps they can take to check the validity of information online.	age appropriate/recommended age, online profiles, social media, apps, online games, protect, harmful, online reputation, blocking, reporting, fake news, truth, factual, false, untrue, safe, unsafe, sceptical, trusting, question, safe choices, fact, opinion, sharing information
Summer 1	By the end of Summer 1 pupils will learn; • what kind of choices people make on a daily basis and what helps them to make these choices. • To consider who and what influences our choices and how this can make it difficult to make healthy choices. • the positive and negative consequences of choices on health and how to make informed choices. • to consider the risks and impact of an unhealthy, inactive lifestyle and what factors contribute to this. • what it means to live a balanced lifestyle and some of the factors that contribute to this	healthy, unhealthy, active, inactive, balanced lifestyle, balanced diet, choices, influence, impact, risks, physical health, mental health
Summer 2	By the end of Summer 2 pupils will learn; • how their bodies have changed since they were a baby and what has stayed the same. • consider which changes they have a choice over and which changes they don't. • what puberty is and about the physical and changes that happen during puberty. • to consider what feelings and emotions are experienced during puberty and about feelings that might be new or overwhelming. hygiene rules for keeping clean during puberty and why these are important. • what resources they will need to help keep themselves clean and where they can get help and support. Some pupils will learn; • *know what periods are and why they happen.	body, grow, same, different, puberty, emotional changes, feelings, hormones, physical changes, pubic hair, penis, vagina, breasts, hygiene, cleanliness, advice, help, support *periods, menstruation, blood, vagina, monthly, sanitary towel, tampon

	to consider ways to manage their periods and understand who they can ask for help and support.	
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Rowan B	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - what different sources of information there are and where information comes from. - to consider how we access information on the Internet and whether this information is always true or reliable. - to consider what news is and why it is important to people. - about fake news and some of the ways we can identify it, including how to help others to spot it.	sources of information, news, newspapers, Internet, social media, online, true, reliable, trustworthy, false, fake, untrue
Autumn 2	By the end of Autumn 2 pupils will learn; - to identify some of the things they need to keep themselves safe from. - who is responsible for keeping them safe and healthy at school, at home and outdoors and what it means to be responsible for themselves and where and when they need to take extra care. - To consider why the rules and risks are different in different situations. - about hazards and dangers and what choices they can make to reduce risks. - what makes a situation an emergency and what our responsibilities are, including how to seek help.	safe, healthy, responsible, responsibility, care, rules, risks, danger, hazard, emergency, emergency services, situations, react, engage
Spring 1	By the end of Spring 1 pupils will learn; - what gender stereotyping is and where it comes from. - To consider some of the things that 'girls' and 'boys' enjoy and their personal attitudes to gender roles and stereotyping. - what a community is and who the people are in their school and local community who make a difference. - to consider what it means to be part of a community and the benefits from living in a diverse community. - what a volunteer is and will consider why someone may choose to volunteer. - the difference this can make to others and how it can affect someone's feelings of self-worth and self-identity.	identity, gender, boys, girls, expectations, stereotyping, media, community, belonging, difference, diversity, benefits, collaboration, positive, inclusive, volunteer
Spring2	By the end of Spring 2 pupils will learn; - what is going well for them and what they are grateful for. - To consider what they have achieved and what they are most proud of.	achieve, achievement, success proud, gratitude, grateful, strengths, problem, overcome, comfort zone, goals, steps, praise

	• to identify their strengths and consider how other people affect how they feel about themselves. • to experience trying something new and describe what that feels like. • to identify their long-term goals and what they will need to do to achieve them.	
Summer 1	By the end of Summer 1 pupils will learn; • what germs, bacteria and viruses are. • consider what they can do to stop the spread of bacteria and viruses, including good hygiene routines. • consider whose responsibility it is to maintain hygiene standards • how some diseases are controlled in other ways such as immunisation and medication. • Know hazards and dangers and what choices they can make to reduce risks. • identify what makes a situation an emergency and what our responsibilities are, including how to seek help.	hygiene, health, cleanliness, germs, virus, disease, bacteria, spread, vaccination, immunisation, infection, routines, danger, hazard, emergency, emergency services, situations, risk, react, engage, responsibility
Summer 2	By the end of Summer 2 pupils will learn; • about families. • consider the core values of the concept of a family • know that families come in all shapes and sizes. • explore the idea of marriage to know marriage is a formal and legal commitment and explore Christian beliefs regarding it. • learn core values and behaviours within relationships including, effective communication, trust, respect and manners.	love, commitment, friendship, family, features, diverse, similarity, difference marriage, ceremony, promise, decision, communication, empathy, listening, hearing, trust, information, warning signs, manners, appropriate, respect

Redwood A	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; • what they like about themselves and how these things can benefit the people around them. • what makes up their identity and why their identity is important. • that identity can change and some of the reasons for this. • to consider how biases form and how people may influence others. • some strategies that can help them to avoid negative influences and how to seek help if something online is having a negative impact on their feelings.	online, identity, representation, similar, different, influence, bias, peer pressure, persuasion, impact, negative,
Autumn 2	By the end of Autumn 2 pupils will learn; • the rules and laws around smoking and the effects and consequences of choosing to smoke/vape. • to consider their own attitudes towards smoking/vaping and what some of the myths and misconceptions are. • about passive smoking and how smoking can affect others. • To consider why it might be difficult to stop smoking and where people can access help. • about legal and illegal drugs and substances, including medicines. • To consider why people use drugs and the effects of these on health and well-being. • the benefits and risk of taking drugs and consider what might influence our attitude towards drugs.	smoking, vaping, e-cigarettes, tar, nicotine, rules, laws, passive smoking, drug, substances, medicine, legal, illegal, effects, harmful, risk, benefits, help, support, advice
Spring 1	By the end of Spring 1 pupils will learn; • what self-esteem is and how it is developed. • To consider the difference between image and identity and how this can affect self-esteem. • to consider the relationship between self-esteem and a healthy body image. • what might contribute to low self-esteem and what strategies we can use to raise self-esteem for ourselves and others. • how they can have a positive influence on self-esteem and how they can support someone who is at risk of using unhealthy coping strategies. • how their feelings and actions can affect others and where they can seek help and guidance for themselves and others.	self-esteem, self-worth, self-concept, confidence, proud, impact, positive, negative, healthy, unhealthy, image, identity, difference, influence, cope, strategies, help, advice, support, guidance
Spring 2	By the end of Spring 2 pupils will learn; • what is meant by privacy and privacy settings • appropriate methods of sharing information • rules and safe practices when sharing information	Social media platforms, Age restrictions, Digital devices, Search functionality, Consent, Private, privacy, privacy settings, Screengrab, respect, Inappropriate, kindness

	• what social media platforms are how they are used • age restrictions • to develop safe ways to use the internet and age-appropriate platforms.	
Summer 1	By the end of Summer 1 pupils will learn; • the characteristics of positive and healthy including: trust, respect, honesty, kindness, generosity, boundaries, privacy and consent. • to identify practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. • how people can actively communicate and recognise consent from others	healthy, unhealthy, friendship, Permission, asking, consent, yes, no, maybe, Personal space, personal boundaries, permission, respect, Appropriate, inappropriate, touch, permission, personal boundaries, feeling
Summer 2	By the end of Summer 2 pupils will learn; • what feelings and emotions are associated with change and how they can make us behave. • to consider some of strategies they can use to help them deal with change. • to identify their personal strengths and achievements and those of their peers. • To consider how to transfer their strengths to their new school to help them cope with the change and what they may need support with. • to identify the positive memories they have of primary school and the opportunities that change can give them.	feelings, emotions, mixed feelings, memories, change, transition, move, new, new beginnings, strengths, achievements, primary school, secondary school, positive, negative, opportunities, strategies

Redwood B	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; • what risk is and how we asses levels of risk and safety • what is meant by the term privacy and private • the difference between a secret and a surprise. • the difference between private and public. • Who to talk to if worried or uncomfortable about something an adult does.	Safe, risk, information, support, trust, trusted adult, private, public, surprise, secret, uncomfortable, worried
Autumn 2	By the end of Autumn 2 pupils will learn; • the concept of self-esteem and the impact it has on feelings and wellbeing. • to identify strengths about themselves and how this makes them feel. the links between and impacts of confidence, achievements and feelings. • strategies to enhance self-esteem.	Self-esteem, confidence, feeling, emotion, achievement, pride, impact, self-worth, strategy.

Spring 1	By the end of Spring 1 pupils will learn; • that mood swings are a part of growing up. • how their mood can change quickly and what strategies they can use to help them feel better. • What is considered as male and female stereotypes and understand that people should be judged on what they can do, regardless of gender. • how the media portrays gender. • how they can stay safe when online, including how to ascertain who they are communicating with online and who to go to for help.	feeling, emotion, moods, thoughts, mental health, wellbeing, events, change, mood swings, hormones, emotional changes, support, stereotypes, masculinity, femininity, media, prejudice, gender perceptions
Spring 2	By the end of Spring 2 pupils will learn; • to explore what it means to have good sleep, what this may look like physically and how someone who has slept well might behave and feel. • about the benefits of good sleep to the body and think about different actions they can take to regularly get good quality sleep. • to explore the everyday things that can affect sleep and begin to make choices about these.	sleep, good quality, poor quality, rest, health, mood (feelings), recovery (feeling better), memory (remembering) and routine (usual)
Summer 1	By the end of Summer 1 pupils will learn; • to identify what a loving relationship looks like and some of the different ways people show love. • consider what a healthy friendship is • what skills each person needs to maintain a positive, healthy relationship. • to consider why relationships may change and identify some of the strategies they can use to cope with difficulties in their relationships. • to consider what behaviours are unacceptable in their relationships and how bullying can affect someone's feelings. • to consider how they can show care and respect for each other as well as value others in their relationships.	relationships, friends, love, care, respect, value, healthy relationships, agree, disagree, bullying, bullied, feelings, affect, online, change, loss, difficulties, cope, strategies
Summer 2	By the end of Summer 2 pupils will learn; • some issues related to online friendships including the impact of their actions. • the difference between a friend, an acquaintance and someone I meet online. • steps to take before sending a message online. • what is safe to share online. • to identify what steps they may need to take to keep safe online • how to information about staying safe online to help when needed.	Friend, online, offline, information, share, consent, law, message, image, think, source, decision

