

	Relationships Education		Health Education		Living in the Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p><u>Families and people who care for me</u></p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p><u>Online Safety and Awareness</u></p> <p>That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. <i>Focus on WHY the rules exist and how to make informed choices.</i></p>	<p><u>General Wellbeing</u></p> <p>How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Discuss ways to manage and cope with feelings.</p> <p>That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p>	<p><u>Drugs, alcohol, tobacco and vaping</u></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p>	<p><u>Shared Responsibilities</u></p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>That there is a broad range of jobs/careers and that people can have more than one job during their lifetime.</p> <p>To identify the kind of job that they would want to do when they are older and that there are different routes into careers (e.g college, apprenticeship, university).</p>
Week 2	<p><u>Caring Friendships</u></p> <p>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and</p>	<p><u>Online Safety and Awareness</u></p> <p>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p>	<p><u>General Wellbeing</u></p> <p>Where and how to seek support (including recognising the triggers for seeking support), including who 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).</p> <p>That it is common to experience mental health problems, and early support can help.</p>	<p><u>Health Protection and Prevention</u></p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p>	<p><u>Shared Responsibilities</u></p> <p>To recognise there are human rights, that are there to protect everyone.</p> <p>Understand the relationship between rights and responsibilities and the reasons for them.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>

	how to get support when needed					
Week 3	<p><u>Caring Friendships</u> How to manage conflict, and that resorting to violence is never right. Also, understand the consequences of violence.</p>	<p><u>Being Safe</u> How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Recognise more complex risks (flattery, gifts, secrecy).</p>	<p><u>Wellbeing Online</u> How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p>	<p><u>Personal Safety</u> Recognise a range of hazards inside and outside the home (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p>	<p><u>Economic Wellbeing: money</u> That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> Some skills can help us in our future career (e.g. teamwork, communication and negotiation).</p>
Week 4	<p><u>Respectful, Kind Relationships</u> The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p>	<p><u>Being Safe</u> How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p>	<p><u>Wellbeing Online</u> How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>That they have rights in relation to sharing personal data, privacy and consent.</p> <p>Where and how to report concerns and get support with issues online.</p>	<p><u>Personal Safety</u> How to recognise risk and keep safe around water, including the water safety code.</p>	<p><u>Economic Wellbeing: money</u> To recognise that people make spending decisions based on priorities, needs and wants.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> That money can impact on people's feelings and emotions.</p>

<p>Week 5</p>	<p><u>Respectful and Kind Relationships</u> The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	<p><u>Being Safe</u> How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <ul style="list-style-type: none"> • Understanding what should be reported (abusive behaviour, manipulation, inappropriate content, pressure). • Knowing multiple ways to report (trusted adult, school safeguarding systems, online reporting tools) • Building confidence and recognising barriers (knowing it is never their fault, urgency of reporting) 	<p><u>Physical Health and Fitness</u> Explain the mental and physical benefits of an active lifestyle and recognise barriers and choices.</p> <p>The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>The risks associated with an inactive lifestyle, including obesity.</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health. (Repeated in Yr3/4).</p>	<p><u>Personal Safety</u> How to recognise risk and keep safe around water, including the water safety code.</p>	<p><u>Economic Wellbeing: money</u> Different ways to keep track of money about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> Recognise positive things about themselves and their achievements/set goals to achieve personal outcomes. (Link to careers).</p>
<p>Week 6</p>	<p><u>Respectful and Kind Relationships</u> What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p>	<p><u>Being Safe</u> How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (Repeated in Yr3/4).</p>	<p><u>Healthy Eating</u> Understanding the importance of a healthy relationship with food.</p> <p>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</p>	<p><u>Basic First Aid</u> How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>Concepts of basic first aid, for example dealing with common injuries and ailments, including head</p>		<p>RSE- HEALTH EDUCATION YEAR 6 ONLY</p> <p><u>Developing Bodies (Year 6 only)</u> About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p>

			of alcohol on diet or health).	injuries. The differences between minor and major injuries.		<p>The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>
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