

	Relationships Education		Health Education		Living in the Wider World	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Week 1	<p><u>Families and people who care for me</u> That families are important for children growing up safe and happy because they can provide love, security and stability.</p> <p>The characteristics of safe and happy family life, such as 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.</p>	<p><u>Online Safety and Awareness</u> That people should be respectful in online interactions. For example, using kind words in messages and games; not sharing personal information online and recognising what to do if something feels uncomfortable.</p>	<p><u>General Wellbeing</u> The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> <p>The importance of promoting general wellbeing and physical health.</p>	<p><u>Health Protection and Prevention</u> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><u>Shared Responsibilities</u> About what rules are, why they are needed, and why different rules are needed for different situations.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> That everyone has different strengths.</p>
Week 2	<p><u>Caring Friendships</u> How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p><u>Online Safety and Awareness</u> How to critically evaluate their online relationships and sources of information.</p> <ul style="list-style-type: none"> • Understanding that not everyone online is who they say they are • Knowing that strangers online are still strangers • Recognising when something feels: • Beginning to spot simple "unsafe" situations • Knowing what to do and telling a trusted adult 	<p><u>General Wellbeing</u> The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>How to recognise different feelings and emotions.</p>	<p><u>Personal Safety</u> Recognise fire hazards that may cause harm, injury or risk and ways to reduce risks.</p>	<p><u>Shared Responsibilities</u> How people and other living things have different needs; about the responsibilities of caring for them.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> That jobs help people to earn money to pay for things.</p>

<p>Week 3</p>	<p><u>Caring Friendships</u> That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p>	<p><u>Online Safety and Awareness</u> How to critically evaluate their online relationships and sources of information.</p> <ul style="list-style-type: none"> • Understanding that not everyone online is who they say they are • Knowing that strangers online are still strangers • Recognising when something feels: • Beginning to spot simple “unsafe” situations • Knowing what to do and telling a trusted adult 	<p><u>Physical Health and Fitness</u> Recognise the benefits of an active lifestyle.</p>	<p><u>Personal Safety</u> How to recognise risk and keep safe around roads.</p>	<p><u>Shared Responsibilities</u> The things we can do to help look after our environment.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u> Different jobs that people they know or people who work in the community do.</p> <p>About some of the strengths and interests someone might need to do different jobs.</p>
<p>Week 4</p>	<p><u>Respectful, Kind Relationships</u> How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p>	<p><u>Being Safe</u> What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p>	<p><u>Physical Health and Fitness</u> The importance of building regular physical activity into daily and weekly routines.</p>	<p><u>Personal Safety</u> How to recognise risk and keep safe around roads.</p>	<p><u>Economic wellbeing: money</u> What money is; forms that money comes in; that money comes from different sources.</p>	<p><u>Communities</u> What different groups they belong to about the different roles and responsibilities people have in their community.</p>
<p>Week 5</p>	<p><u>Respectful, Kind Relationships</u> The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p>	<p><u>Being Safe</u> The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p>	<p><u>Healthy Eating</u> What constitutes a healthy diet.</p>	<p><u>Basic First Aid</u> How to make a clear and efficient call to emergency services if necessary, including the importance of knowing your address.</p> <p>Recognise when someone is hurt or unwell.</p>	<p><u>Economic wellbeing: money</u> That people make different choices about how to save and spend money.</p>	<p><u>Communities</u> To recognise the ways they are the same as, and different to, other people.</p>

<p>Week 6</p>	<p><u>Respectful, Kind Relationships</u> How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>The conventions of courtesy and manners. Focus on basic manners in everyday situations, including table manners.</p>	<p><u>Being Safe</u> That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p>	<p><u>Healthy Eating</u> The principles of planning and preparing a range of healthy meals.</p>	<p><u>Basic First Aid</u> Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>	<p><u>Economic wellbeing: money</u> About the difference between needs and wants; that sometimes people may not always be able to have the things they want ;that money needs to be looked after; different ways of doing this.</p>	<p><u>Communities</u> Our local Myland community What is this like? How do we contribute to it?</p>
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