

	Relationships Education		Health Education		Living in the Wider World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p>Families and people who care for me</p> <p>That the families of other children, 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.</p> <p>That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.</p>	<p>Online Safety and Awareness</p> <p>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p>	<p>General Wellbeing</p> <p>How to recognise feelings and use varied vocabulary (synonyms) to talk about their own and others’ feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</p>	<p>Healthy Eating</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).</p> <p><i>Link to Science learning.</i></p>	<p>Communities</p> <p>About the different groups that make up their community; what living in a community means.</p> <p>To value the different contributions that people and groups make to the community.</p>	<p>Shared Responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>
Week 2	<p>Caring Friendships</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>How to manage conflict, and that resorting to violence is never right.</p>	<p>Online Safety and Awareness</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.</p>	<p>Wellbeing Online</p> <p>The benefits of limiting 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.</p>	<p>Health Protection and Prevention</p> <p>The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of</p>	<p>Communities</p> <p>About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>Shared Responsibilities</p> <p>Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>

			How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		
Week 3	<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> 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><u>Wellbeing Online</u> Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</p>	<p><u>Health Protection and Prevention</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p><u>Communities</u> About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p><u>Economic Wellbeing: money</u> About the different ways to pay for things and the choices people have about this</p>
Week 4	<p><u>Respectful, Kind Relationships</u> Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including</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. (Focus on stranger danger in the real world and online).</p>	<p><u>Wellbeing Online</u> Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms</p>	<p><u>Personal Safety</u> About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around railways, including level crossings.</p>	<p><u>Shared Responsibilities</u> To recognise reasons for rules and laws.</p>	<p><u>Economic Wellbeing: money</u> To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>

	those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		and that gaming can become addictive.			
Week 5	<p><u>Respectful, Kind Relationships</u> Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p>	<p><u>Being Safe</u> How to recognise healthy and unhealthy relationships, including skills for recognising who to trust and who not to trust.</p>	<p><u>Physical Health and Fitness</u> Recognise and explain the mental and physical benefits of an active lifestyle.</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><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 minor injuries such as cuts, bruises or nosebleeds).</p>	<p><u>Shared Responsibilities</u> To become familiar with human rights.</p>	<p><u>Economic Wellbeing: money</u> Assessment Activity – managing money A lesson based around budgeting and managing a budget (planning their budget)</p>
Week 6	<p><u>Respectful, Kind Relationships</u> Understand, explain, and apply conventions of courtesy and good manners in different social situations.</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"> • Recognising feelings (unsafe, worried, upset, uncomfortable). • Knowing what “reporting” means 	<p><u>Physical Health and Fitness</u> How and when to seek support including which adults to speak to in school if they are worried about their health. (Repeated in Yr5/6).</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 injuries.</p>	<p><u>Shared Responsibilities</u> Identify rights and responsibilities.</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 achievements before primary school).</p>

		<ul style="list-style-type: none">• Understanding what should be reported (Something scary online, an adult or child behaving in a way that feels wrong, something seen or experienced that causes worry• Knowing who to tell: (Parent/carer, teacher, other trusted adults in school). <p>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 Yr5/6).</p>				
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