

# Curriculum Design for RSE and PSHE

## RSE and PSHE INTENT

We believe that PSHE is an essential part of the children's education in that it develops character. We intend to deliver a flexible but high-quality curriculum, tailored to the needs of the children and considering all elements of the personal development of the children. We support it encompassing many areas of the curriculum and so integrated teaching is encouraged. In addition, the school meets the new statutory teaching of RSE, and further details of coverage can be found in the school policy.

We have taken account of a range of guidance documents to create our curriculum, including SEAL, the PHSE Association recommendations, the Timothy Winter Project, and DFE guidance including "sexual violence and sexual harassment," the policy statement for "relationships education and sex education, and personal, social, health and economic education." We have taken account of the fundamental British Values documentation to support our structure as well as ensured that our lead continues with professional development to maintain an understanding of this subject.

## RSE and PSHE IMPLEMENTATION

PSHE and RE are organised into three Key strands, Relationships Education, Health Education and Living in the Wider World. The majority of units are sequential and built upon annually, thus the knowledge accumulated is linear. There are some units with Health Education that are repeated, though not annually, allowing for an age specific focus on first aid and adolescence for instance. Each unit is supported by vocabulary and some suggestions for relevant texts.

The subject is also driven by the five Core Values of the school, Respect, Independence, Creativity, Wellbeing and Teamwork. For all of the school values, a progressive sequence is suggested and supported by our Values Frameworks. In addition, elements of the fundamental British values have been built into this framework. In addition, we have used the document "Education for a Connected Wider World" to support aspects of delivery and so elements of this document are flagged within the RSE and PSHE design.

Our delivery is further supported by the use of school visitors and assemblies, with a structured PSHE assembly and a values driven assembly delivered every week. We use child centred news resources to support further every week so that we help children to become active and informed global citizens.

## RSE and PSHE IMPACT

Curriculum delivery is assessed by the Subject lead of PSHE and the SLT. This is conducted through an evaluation of the quality of teaching, structured conversations with the children in year groups and through the production of the class Values Scrapbook, which contain a wealth of evidence to support the personal development of the children and include, amongst other areas PHSE, RSE, RE and values-based activities.

In addition, progress in this area is supported by the school self-evaluation form, (SEF) and school development plan (SDP) where we specifically target and measure progress towards Personal development, one of the key judgment areas of Ofsted. In addition, our SDP maintains a "Citizenship" strand to ensure children are informed and supported to be Global Citizens.

# Progression of Knowledge

In our RSE and PSHE curriculum, the progression of knowledge is linear. The organisation is such, that each year group from year 1-6 study the three central themes at the same time across the setting. This enables whole schoolwork to occur simultaneously, such as PHSE assemblies, visitors and Values based work. Some of the Studies within the themes are supported by other curriculum subjects, such as healthy eating in Science and Internet safety in Computing.

The Key themes in Relationships Education and Living in the Wider World remain the same for each year groups. The themes are Health Education vary across the years in some areas, as the children age.

In **Early Years**, three themes of self-regulation, managing self and building relationships (ELG) are recurrent. Healthy choices and science are studied including physical development, linking to health education in the future. Through understanding the world the children are working on respect for adults, peers, family in their community. . The majority of work in this area is completed through topic themes such as All about me.

## Relationships Education

Year 1	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Year 2	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Year 3	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Year 4	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Year 5	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Year 6	Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe.
Curriculum end points	By the end of Key Stage One children will be familiar with <ul style="list-style-type: none"> <li>✓ That families are important because they can give love, security and stability</li> <li>✓ How important friendships are in making us feel happy and secure and the character of good friendship.</li> <li>✓ The importance of respect.</li> <li>✓ The rules and principles for keeping safe online</li> <li>✓ How to respond safely and appropriately to adults they may encounter</li> <li>✓ The importance of self-respect.</li> <li>✓ That people sometimes behave differently online</li> <li>✓ About the concept of privacy including that it is not always right to keep secrets if they relate to being safe.</li> <li>✓ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contacts</li> </ul>		By the end of Key Stage Two children will have progressed and be able: <ul style="list-style-type: none"> <li>✓ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>✓ About different types of bullying (including cyberbullying), the impact of bullying and the responsibilities of bystanders</li> <li>✓ How to critically consider their online friendships and sources of information</li> <li>✓ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>✓ That marriage and civil partnerships represent a formal and legally recognised commitment of two people.</li> <li>✓ To recognise who to trust and who not to trust</li> <li>✓ To judge when a friendship is making them feel unhappy or uncomfortable managing conflict,</li> <li>✓ how to manage these situations and how to seek help or advice from others, if needed.</li> <li>✓ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>✓ How information and data is shared and used online. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>		

## Health Education

Year 1	Mental well being	Bullying	Internet safety and harms	Physical health and fitness	Healthy eating	
Year 2	Mental well being	Bullying	Internet safety and harms	Physical health and fitness	Healthy eating	Basic First Aid
Year 3	Mental well being	Health and Prevention	Internet safety and harms	Physical health and fitness	Healthy eating	Basic First Aid
Year 4	Mental well being	Health and Prevention	Internet safety and harms	Physical health and fitness	Healthy eating	
Year 5	Mental well being	Health and Prevention	Internet safety and harms	Drug and alcohol prevention	Changing adolescent body	Basic First Aid
Year 6	Mental well being	Bullying	Internet safety and harms	Physical health and fitness	Changing adolescent body	Basic First Aid
Curriculum end points	<p>By the end of Key Stage One children will be familiar with</p> <ul style="list-style-type: none"> <li>✓ That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>✓ That there is a normal range of emotions and scale of emotions.</li> <li>✓ That bullying (including cyberbullying) has a negative and often lasting impact</li> <li>✓ Where and how to report concerns and get support with issue online.</li> <li>✓ The characteristics and mental and physical benefits of an active lifestyle.</li> <li>✓ Know how to make a clear and efficient call to emergency services.</li> <li>✓ The characteristics and mental and physical benefits of an active lifestyle.</li> <li>✓ The importance of building regular exercise into daily and weekly routines</li> <li>✓ What constitutes a healthy diet?</li> </ul>		<p>By the end of Key Stage Two children will have progressed and be able/ understand:</p> <ul style="list-style-type: none"> <li>✓ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>✓ Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing</li> <li>✓ 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.</li> <li>✓ Where and how to report concerns and get support with issue online.</li> <li>✓ The principles of planning and preparing a range of healthy meals and the characteristics of a poor diet.</li> <li>✓ About personal hygiene and germs including bacteria, viruses, how they are spread and treated.</li> <li>✓ How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted.</li> <li>✓ The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>✓ Concepts of basic first-aid, for example dealing with common injuries including head injuries</li> <li>✓ Key facts about puberty (RSE) and the changing adolescent body including physical and emotional changes.</li> <li>✓ How babies are conceived and born in mammals</li> <li>✓ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>			

## Living in the Wider World

Year 1	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Year 2	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Year 3	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Year 4	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Year 5	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Year 6	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Curriculum end points	By the end of Key Stage One children will be familiar with <ul style="list-style-type: none"> <li>✓ Why rules are needed.</li> <li>✓ The different roles and responsibilities people have in their community.</li> <li>✓ Right from wrong and to respect the civil and criminal law of England</li> <li>✓ Accepting responsibility for their behaviour</li> <li>✓ Things they can do to help look after their environment</li> <li>✓ to recognise the ways they are the same as, and different to, other people to help combat discrimination</li> <li>✓ That money needs to be looked after.</li> <li>✓ How to seek harmony between different cultural traditions</li> </ul>		By the end of Key Stage Two children will have progressed and be able/ understand: <ul style="list-style-type: none"> <li>✓ to recognise there are human rights, which are there to protect everyone</li> <li>✓ to discuss stereotypes; how they can negatively influence behaviours and attitudes towards others.</li> <li>✓ to see risks associated with money (e.g. gambling) and ways of keeping money safe</li> <li>✓ about what might influence people's decisions about a job or career and the kind of job that they might like to do when they are older</li> <li>✓ that there is a separation of power between the executive and the judiciary, and that some public bodies can be held to account through Parliament.</li> <li>✓ That the courts remain independent.</li> <li>✓ To identify and combat discrimination.</li> <li>✓ To respect democracy and support for participation in the democratic processes.</li> <li>✓ To understand the differences between rights and privileges</li> </ul>			

## The Voices of RSE and PSHE

Woven throughout our Curriculum are the Voices of PHSE. We have decided to specifically relate this to the 5 school Values, giving an opportunity to actively support the personal development of the children from within this curriculum. In order to articulate this further, attention must be paid to the Values Framework documents that sit alongside the entire curriculum. These documents provide a more detailed summary of the ways to develop these essential personal characteristics. We have also chosen to break down to some degree the essential British values to give them greater curriculum purchase, using DFE guidance produced in 2014

*It is important to accept that although there is a clear progression through the school values, it is much more difficult to see this as “age” appropriate stages rather than personal maturity ones and so older pupils may not necessarily have progressed to the latter developmental stages.*

	Respect	Independence	Creativity	Wellbeing	Teamwork	British Values
EYFS	The child is supported to show respectful attitudes. Children begin to learn the importance of simple rules Are introduced to respect for the environment.	Realise that their actions effect the world. Supported independence with the children producing work in short bursts on their own. The child is confident in relationships to ask for support and to receive praise. Can manage their own person hygiene. Shows perseverance and resilience in the face of challenge. Children see themselves as a valuable individual	Children are encouraged widely to use their imagination, through real and imagined situations and stories. Children work together to fulfil imaginative situations.	Children learn the difference between positive and negative emotions and to recognise these in themselves and in others. Children feel comfortable to share their ideas	Children can collaborate successfully with each other. They are positive and dependable in group situations. Expresses their feelings and consider the feelings of others	Children are able to distinguish between right and wrong. Understands how to care for the natural world.
Key Stage 1	The child is supported to show respectful attitudes. Children learn the importance of simple rules Are introduced to respect for the environment.	Supported independence with the children producing work in short bursts on their own. The child is confident in relationships to ask for support and to receive praise.	Children are encouraged widely to use their imagination, through real and imagined situations and stories. Children work together to fulfil imaginative situations.	Children learn the difference between positive and negative emotions and to recognise these in themselves and in others. Children feel comfortable to share their ideas	Children can collaborate successfully with each other. They are positive and dependable in group situations.	Children are able to distinguish between right and wrong. Children are introduced into understanding that all people or unique. Children learn to respect themselves and each other.
Year 3 and 4	To build strong relationships through manners and politeness The children show sensitivity to others. The children start to develop empathy, including an increase in the language around emotions.	Children show and increasing confidence in working alone to a goal. The children build their own problem-solving strategies by being less supported but still directed. Success criteria support task achievement and children follow models of behaviour and action.	The children learn to use a brief to create / solve. (Such as improving a story through a plan). The children create their own success criteria to meet goals.	The children consider self-respect as importance. The children learn to persevere and learn strategies to remain calm when the situation might become stressful.	Children learn to take on roles in a group and to become trustworthy to deliver upon the goals. All views of a group are considered and reflected upon. Children can manage different roles within a group.	All children are able to contribute to discussions accounting of inclusivity. Their views are tolerated and considered. Children’s self-knowledge and self-esteem are grown through all activities. Tolerance and harmony are prompted through all curriculums, including diversity. An understanding of the freedom of choice and human freewill.

Year 5 and 6	<p>Improving the quality of friendships through empathy and also self-respect.</p> <p>The children build global respect and tolerance through working with the community</p> <p>Consider destructive relationships, stereo types and also the impact of peer pressure to “conform.”</p>	<p>The children become more able to sustain independent work, through the setting of goals and measuring their own success.</p> <p>The children make distinct choices about how to proceed.</p> <p>The children extend their own learning through setting challenges, including working to specific criteria or within a timeframe.</p>	<p>The children become more adept and creation around problem solving in all subjects.</p> <p>The children work together more effectively to solve problems, requiring discussion and compromise to meet a brief.</p> <p>The children freely use tools to support the creative process.</p>	<p>Through empathy the children have an increased understanding of their actions on themselves and others.</p> <p>Children gain confidence in themselves and can practice mindfulness strategies.</p>	<p>All children contribute to tasks and make decisions.</p> <p>The children create structures to allow them to know if they are biding successful (their own success criteria)</p> <p>The children are able to resolve group conflict through negotiation.</p>	<p>A possible use of democracy to resolve group conflicts in tasks is employed independently by the children.</p> <p>Children’s understanding of right and wrong leads to respect for the law and for public institutions.</p> <p>Children can consider prejudice and how is it rooted and when to recognise it.</p> <p>Through opportunities children see the orle of democracy in making effective decisions.</p>
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KS1	Year 1				
Theme	Relationships Education				
Thematic Study	Families and people who care for me.	Caring friendships	Respectful relationships	Online relationships	Being safe
Specific content	<p>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.</p> <p><i>Online Education Theme: SELF IMAGE</i></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>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.</p> <p>The conventions of courtesy and manners.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><i>Online Education Theme: ONLINE RELATIONSHIPS</i></p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><i>Online Education Theme: ONLINE REPUTATION</i></p>
SUBJECT LINKS	SEAL – relationships	SEAL – new beginnings making friends	SEAL – getting on and falling out	IT – internet safety	SEAL – relationships
Education for a Connected World Framework	<p>Online Education Theme: SELF IMAGE</p> <ul style="list-style-type: none"> <li>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Self-Image and Identity ▶ Early Years - 7 (projectevolve.co.uk)</a></p>		<p>Online Education Theme: ONLINE RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>I can explain why it is important to be considerate and kind to people online.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Online Relationships ▶ Early Years - 7 (projectevolve.co.uk)</a></p>		<p>Online Education Theme: ONLINE REPUTATION</p> <ul style="list-style-type: none"> <li>I can recognise that information can stay online and could be copied.</li> <li>I can describe what information I should not put online without asking a trusted adult first.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Online Reputation ▶ Early Years - 7 (projectevolve.co.uk)</a></p>
Relevant texts Year 1/2	A Mouse called Julian		What I like (Poems)		
Suggested Tier 2 and Tier 3 Key Vocabulary	Commitment Family Security Jobs, Relationship	Friendship Trust secure Friend, Lonely Argue, Fall-out, Upset,	Respect Personality Character belief Feelings, Angry	Internet Online Harmful Risky	Safely familiar Calm me, Breathing

KS1	Year 1					
Theme	Health Education					
Thematic Study	Mental Well Being	Bullying	Internet safety and harms	Physical health and fitness	Healthy Eating	Basic first aid
Specific content	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p>	<p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>Why social media, some computer games and online gaming are age restricted.</p> <p>Where and how to report concerns and get support with issue online.</p> <p><i>Online Education Theme: ONLINE BULLYING</i></p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p><i>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</i></p>		<p>Know how to make a clear and efficient call to emergency services.</p>
SUBJECT LINKS	SEAL – going for goals	SEAL – bullying		SEAL – good to be me PE		
Education for a Connected World Framework	<p>Online Education Theme: ONLINE BULLYING</p> <ul style="list-style-type: none"> <li>I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ Early Years - 7 ▶ Online Bullying (projectevolve.co.uk)</a></p>			<p>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</p> <ul style="list-style-type: none"> <li>I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> <li>I can give examples of some of these rules.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Health, Well-being and Lifestyle ▶ Early Years - 7 (projectevolve.co.uk)</a></p>		
Relevant texts	<p>Augustus and His Smile</p> <p>Man on the Moon</p> <p>Orion and the Dark</p> <p>Big Bag of Worries</p>					
Suggested Tier 2 and Tier 3 Key Vocabulary	<p>Well being</p> <p>Emotions</p> <p>Feelings</p> <p>Worries</p> <p>Choices</p>	Bullying	<p>Social media</p> <p>Age restricted</p> <p>Concern</p> <p>Search engine</p>	<p>Exercise</p> <p>Sleep</p> <p>Active</p> <p>Lifestyle</p> <p>Healthy</p> <p>Unhealthy</p> <p>Balanced</p>		<p>Safe Medicines</p> <p>Emergency Services</p> <p>Hygienic</p>



KS1	Year 1					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To learn:	about what rules are, why they are needed, and why different rules are needed for different situations  <i>Online Education Theme: MANAGING INFORMATION ONLINE</i> <i>Online Education Theme: PRIVACY AND SECUIRTY</i>	about the different groups they belong to.  about the different roles and responsibilities people have in their community	what money is; forms that money comes in; that money comes from different sources.  that people make different choices about how to save and spend money	that everyone has different strengths.  that jobs help people to earn money to pay for things	right from wrong and to respect the civil and criminal law of England  to accept responsibility for their behaviour	the importance of identifying and combatting discrimination. We are all different.
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals		RE
Education for a Connected World Framework	Online Education Theme: MANAGING INFORMATION ONLINE  • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ Early Years - 7 ▶ Managing Online Information (projectevolve.co.uk)</a>			Online Education Theme: PRIVACY AND SECUIRTY • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information. Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Privacy and Security ▶ Early Years - 7 (projectevolve.co.uk)</a>		
Suggested Tier 2 and Tier 3 Key Vocabulary	Belonging Learning Rewards Rules Safe Caring	Friend, Similar(ity), Different, Group Belonging Ownership	Money Wealth Rich Poor Spend Save	Job Career Being older Responsibility Consequences	Right Wrong Law Legal/ illegal Prison Freedom Choices Decisions Rights Responsibilities	Same Different Equality/ equal Skin Faith Belief Colour

KS1	Year 2									
Theme	Relationships Education									
Thematic Study	Families and people who care for me.		Caring friendships		Respectful relationships	Online relationships	Being safe			
Specific content	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.		The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		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.	That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <i>Online Education Theme: ONLINE RELATIONSHIPS</i>	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.  <i>Online Education Theme: SELF IMAGE</i>  <i>Online Education Theme: ONLINE REPUTATION</i>		That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
SUBJECT LINKS	SEAL – relationships		SEAL – new beginnings making friends		SEAL – getting on and falling out	IT – internet safety	SEAL – relationships			
Education for a Connected World Framework	Online Education Theme: SELF IMAGE • I can explain how other people’s identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online.  Resources: Dove Self-esteem project single session. (Planning-General- Computing- Connect World and Safety- Self-image and Identity)				Online Education Theme: ONLINE RELATIONSHIPS • I can use the internet to communicate with people I don’t know well (e.g. email a pen pal in another school/ country). • I can give examples of how I might use technology to communicate with others I don’t know well. Resources: Undressed by Digi safe (Planning-General- Computing- Connect World and Safety- Online Relationships)		Online Education Theme: ONLINE REPUTATION • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.  Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Online Reputation ▶ Early Years - 7 (projectevolve.co.uk)</a>			
Relevant texts Year 1/2	A Mouse called Julian				What I like (Poems)					
Suggested Tier 2 and Tier 3 Key Vocabulary	Commitment Special, Important Difference	problem solving Co-operate, Positive	Loyal Kindness Conflict, Point of view,	Generosity Sharing Similarities, Trust	Communication Personality Belief Self-respect	Anonymous Pretending False Secret (good and worry)	Unsafe Safe secrets private parts		Appropriate/ In Physical Contact Belonging Acceptable/ Not	

KS1	Year 2					
Theme	Health Education					
Thematic Study	Mental Well Being	Bullying	Internet safety and harms	Physical health and fitness <b>SCIENCE</b>	Healthy Eating <b>SCIENCE</b>	Basic first aid
Specific content	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.	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	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.  Why social media, some computer games and online gaming are age restricted.  Where and how to report concerns and get support with issue online. <i>Online Education Theme: ONLINE BULLYING</i>	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)..  <i>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</i>	What constitutes a healthy diet (including understanding calories, and other nutritional content).	Know how to make a clear and efficient call to emergency services.
SUBJECT LINKS	SEAL – going for goals AND good to be me	SEAL – bullying	IT – Internet safety	SCIENCE PE	SCIENCE	
Education for a Connected World Framework	Online Education Theme: ONLINE BULLYING • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline.  Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Online Bullying ▶ Early Years - 7 (projectevolve.co.uk)</a>			Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE • I can explain simple guidance for using technology in different environments and settings.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ Early Years - 7 ▶ Health, Well-being and Lifestyle (projectevolve.co.uk)</a>		
Relevant texts	Augustus and His Smile Man on the Moon Orion and the Dark	Big Bag of Worries				
Suggested Tier 2 and Tier 3 Key Vocabulary	Lifestyle Wellbeing Emotions Feelings Worries Tense Calm Dangerous	Bullying Cyber bullying	Social media Internet Search engine Concern Electronic device	Motivation, Active Lifestyle Healthy Exercise  Relax	Proportion, Energy Fuel Healthy diet Calories nutrition Healthy choices Balanced diet, Portion, Nutritious	Emergency Services

KS1	Year 2					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To learn:	<p>how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>about things they can do to help look after their environment</p>	<p>to recognise the ways they are the same as, and different to, other people</p> <p>about the different groups that make up their community; what living in a community means</p> <p><i>Online Education Theme: MANAGING INFORMATION ONLINE</i></p>	<p>about the difference between needs and wants.</p> <p>that money needs to be looked after; different ways of doing this.</p>	<p>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>tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</p>	<p>the importance of identifying and combatting discrimination. We are all different.</p> <p><i>Online Education Theme: PRIVACY AND SECURITY</i></p>
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals	RE	
Education for a Connected World Framework	<p>Online Education Theme: MANAGING INFORMATION ONLINE</p> <ul style="list-style-type: none"> <li>• I can explain why some information I find online may not be true.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Strand ▶ Managing Online Information ▶ Early Years - 7 (projectevolve.co.uk)</a></p>			<p>Online Education Theme: PRIVACY AND SECURITY</p> <ul style="list-style-type: none"> <li>• I can recognise that content on the internet may belong to other people.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ Early Years - 7 ▶ Copyright and Ownership (projectevolve.co.uk)</a></p>		
Relevant texts						
Suggested Tier 2 and Tier 3 Key Vocabulary	<p>Responsibility</p> <p>Respect</p> <p>Environment</p> <p>Caring</p> <p>Nature</p> <p>planet</p> <p>co-Operate</p> <p>problem-Solving</p>	<p>Community</p> <p>Respect</p> <p>Responsible</p> <p>Actions</p> <p>Choices,</p>	<p>Economy</p> <p>Savings</p> <p>Money</p> <p>Bank</p> <p>savings</p> <p>Need</p> <p>Want</p> <p>Differences</p>	<p>Community</p> <p>Spirit</p> <p>Job-titles</p> <p>Worries,</p> <p>Hopes</p> <p>Aspirations</p> <p>future</p> <p>Fears</p>	<p>Culture</p> <p>Belief</p> <p>Values</p> <p>Commandment</p> <p>Tolerance</p> <p>Harmony</p> <p>Peace</p> <p>respect</p>	<p>Diversity</p> <p>Discrimination</p> <p>Prejudice</p> <p>Differences</p> <p>Similarities</p>

Lower KS2	Year 3					
Theme	Relationships Education					
Thematic Study	Families and people who care for me.	Caring friendships	Respectful relationships	Online relationships	Being safe	
Specific content	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 healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  <i>Online Education Theme: SELF IMAGE</i>	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.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Privacy settings) <i>ONLINE RELATIONSHIPS</i>	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <i>Online Education Theme: ONLINE REPUTATION</i>	
SUBJECT LINKS	SEAL – relationships	SEAL – new beginnings and bullying	SEAL - getting on and falling out	IT – internet safety	SEAL – relationships	
Education for a Connected World Framework	<p>Online Education Theme: SELF IMAGE</p> <ul style="list-style-type: none"> <li>• I can explain what is meant by the term 'identity'</li> <li>• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</li> </ul> <p>Resources: Media Smart- Theme 10- When an advert gets It wrong (Planning general- Computing- Connected World and Safety- Self-image and identity folder)</p>		<p>ONLINE RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• I can explain some risks of communicating online with others I don't know well.</li> <li>• I can explain how my and other people's feelings can be hurt by what is said or written online.</li> <li>• I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Relationships (projectevolve.co.uk)</a></p>		<p>Online Education Theme: ONLINE REPUTATION</p> <ul style="list-style-type: none"> <li>• I can recognise I need to be careful before I share anything about myself or others online.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Reputation (projectevolve.co.uk)</a></p>	
Relevant texts Year 3/4	Cinderella and the Nile	Little Evie and the Wild Wood/The girl and the Fox	Bills New Frock  Beatrice's Dream			
Suggested Tier 2 and Tier 3 Key Vocabulary	Commitment Same sex marriage Different relationships Partnership Adult relationships Responsibilities	Welcoming Trusting Sharing Excluded Loneliness Togetherness Conflict, Win-win, Solution,	Self-respect/ Wellbeing Authority Exploitation, Rights, Needs	Privacy settings Parental settings Restricted Risky, Gaming, Safe, Private messaging Direct messaging	secrets private boundaries limits Inequality	

Lower KS2	Year 3					
Theme	Health Education					
Thematic Study	Mental Well Being	Internet safety and harms	Physical health and fitness	Healthy Eating <b>SCIENCE</b>	<b>Health and prevention</b>	Basic first aid
Specific content	<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><i>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</i></p>	<p>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.</p> <p>Why social media, some computer games and online gaming are age restricted.</p> <p>: <i>ONLINE BULLYING</i></p>	Revisit prior objective	<p>What constitutes a healthy diet (including understanding calories, and other nutritional content).</p>	<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	Revisit prior objective
SUBJECT LINKS	SEAL – good to be me and going for goals	IT – internet safety		SCIENCE	SCIENCE PE	
Education for a Connected World Framework	<p>Online Education Theme: ONLINE BULLYING</p> <ul style="list-style-type: none"> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>• I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Bullying (projectevolve.co.uk)</a></p>			<p>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</p> <ul style="list-style-type: none"> <li>• I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Health, Well-being and Lifestyle (projectevolve.co.uk)</a></p>		
Relevant texts	Jack and the Giant dream sack			Grow your own lettuce		
Suggested Tier 2 and Tier 3 Key Vocabulary	<p>Well being</p> <p>Emotions list</p> <p>Feelings</p> <p>Worries</p> <p>Appropriate</p> <p>Proportionate</p> <p>Anxious</p>	<p>Age restriction</p> <p>Privacy settings</p> <p>Social media</p> <p>Concern</p> <p>Harmful</p> <p>Risk</p>		<p>Healthy diet</p> <p>Calories</p> <p>Nutrition</p> <p>Protein</p> <p>Carbohydrates</p> <p>Dairy/ Sugars/ Fat</p> <p>Vegetables</p> <p>Sugar</p> <p>Saturated fat</p>	<p>Sun safety</p> <p>Sun burn</p> <p>Skin cancer</p> <p>Sleep routine</p> <p>Tiredness</p> <p>Brain</p> <p>Rest</p> <p>Drugs</p>	<p>Emergency Services</p> <p>Calories/kilojoules,</p> <p>Heartbeat,</p> <p>Lungs,</p> <p>Heart,</p> <p>Oxygen</p>

Lower KS2	Year 3					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To learn:	<p>reasons for rules and laws; consequences of not adhering to rules and laws</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>	to value the different contributions that people and groups make to the community	<p>about the different ways to pay for things and the choices people have about this</p> <p>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>	<p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>	<p>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p> <p>that the freedom to choose and hold other faiths and beliefs is protected in law <i>MANAGING INFORMATION ONLINE Theme: PRIVACY AND SECURITY</i></p>	<p>the importance of identifying and combatting discrimination. We are all different.</p>
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals		
Education for a Connected World Framework	<p>Online Education Theme: MANAGING INFORMATION ONLINE</p> <ul style="list-style-type: none"> <li>I can explain the difference between a 'belief,' an 'opinion' and a 'fact.'</li> </ul> <p>Resources: News wise (Planning general- Computing- Connected World and Safety- Managing information online folder)</p>			<p>Online Education Theme: PRIVACY AND SECURITY</p> <ul style="list-style-type: none"> <li>I understand and can give reasons why passwords are important.</li> <li>I can describe simple strategies for creating and keeping passwords private.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Privacy and Security (projectevolve.co.uk)</a></p>		
Relevant texts						
Suggested Tier 2 and Tier 3 Key Vocabulary	<p>Responsibility</p> <p>Compassion</p> <p>Consequence</p> <p>Care</p> <p>Concern</p> <p>respect</p> <p>Achievements, Belong</p>	<p>Community</p> <p>Respect</p> <p>Welcome</p> <p>Behaviour</p> <p>Fairness</p> <p>Group Dynamics</p> <p>Teamwork</p>	<p>Economy</p> <p>Savings/ Money</p> <p>Bank</p> <p>Need</p> <p>Want</p> <p>Differences</p> <p>Solutions</p> <p>Support</p>	<p>Community</p> <p>Spirit</p> <p>Job-titles</p> <p>career</p> <p>Aspirations</p> <p>future</p>	<p>Culture</p> <p>Citizen</p> <p>democracy</p> <p>Tolerance</p> <p>respect</p>	<p>Diversity</p> <p>Discrimination</p> <p>Prejudice</p> <p>Differences</p> <p>Similarities</p> <p>Valued/ values</p> <p>Viewpoint</p>

Lower KS2	Year 4				
Theme	Relationships education				
Thematic Study	Families and people who care for me.	Caring friendships	Respectful relationships	Online relationships	Being safe
Specific content	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 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	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  <i>Online Education Theme: SELF IMAGE</i> <i>Online Education Theme: ONLINE REPUTATION</i>	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met  <i>Online Education Theme: ONLINE RELATIONSHIPS</i>	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  .
SUBJECT LINKS	SEAL – relationships	SEAL – new beginnings and bullying	SEAL - getting on and falling out	IT – internet safety	
Education for a Connected World Framework	Online Education Theme: SELF IMAGE • I can explain how my online identity can be different to the identity I present in 'real life' • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.  Resources: The Thinkuknow scheme of lessons (This links to many of the themes and covers many objectives. Resources in Planning General- Computing- Connected World and Safety Progression- Online Reputation- Thinkuknow)		Online Education Theme: ONLINE RELATIONSHIPS • I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online. Resources: The Thinkuknow scheme of lessons (This links to many of the themes and covers many objectives. Resources in Planning General- Computing- Connected World and Safety Progression- Online Reputation- Thinkuknow)		Online Education Theme: ONLINE REPUTATION • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online.  Resources: The Thinkuknow scheme of lessons (This links to many of the themes and covers many objectives. Resources in Planning General- Computing- Connected World and Safety Progression- Online Reputation- Thinkuknow)
Relevant texts	Cinderella of the Nile	Little Evie and the Wild Wood/The girl and the Fox		Bills New Frock Beatrice's Dream	
Suggested Tier 2 and Tier 3 Key Vocabulary	Security Support Unhappy Ease/ unease Advice Amicable Guilt	Repaired Strengthened Generosity Violence as wrong Caring Nurturing Negotiate,	Bullying/ Cyber Bystander Responsibility Reporting Support Denial,	Source of information awareness Harmful Flagging	Self-Respect Appropriate Inappropriate Uncomfortable Nervous



Lower KS2	Year 4				
Theme	Health Education				
Thematic Study	Mental Well Being	Internet safety and harms	Physical health and fitness	Healthy Eating <b>SCIENCE</b>	<b>Health and prevention SCIENCE</b>
Specific content	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>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)</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><i>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</i></p>	<p>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.</p> <p>Where and how to report concerns and get support with issue online.</p> <p><i>Online Education Theme: ONLINE BULLYING</i></p>	<p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>The principles of planning and preparing a range of healthy meals.</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 of alcohol on diet or health)</p>	<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>
SUBJECT LINKS	SEAL – good to be me and going for goals	IT – internet safety		SCIENCE	SCIENCE
Education for a Connected World Framework	<p>Online Education Theme: ONLINE BULLYING</p> <ul style="list-style-type: none"> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>• I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Bullying (projectevolve.co.uk)</a></p>		<p>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</p> <ul style="list-style-type: none"> <li>• I can identify times or situations when I might need to limit the amount of time I use technology.</li> <li>• I can suggest strategies to help me limit this time.</li> </ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Health, Well-being and Lifestyle (projectevolve.co.uk)</a></p>		
Relevant texts	Jack and the Giant dream sack			Grow your own lettuce	
Suggested Tier 2 and Tier 3 Key Vocabulary	<p>Mental Well being</p> <p>Happiness</p> <p>Community participation</p> <p>Mental health</p> <p>Control emotions</p> <p>Support</p> <p>Depression</p> <p>Anxiety</p> <p>mindfulness</p> <p>Relationships</p> <p>Friendship groups</p>	<p>Age restriction</p> <p>Privacy settings</p> <p>Social media</p> <p>Concern</p> <p>Harassment</p> <p>Cyber bullying</p> <p>Reporting</p> <p>Opinion</p> <p>Right/ Wrong Pressure,</p> <p>Peers</p>	<p>Worries</p> <p>Emotions list</p> <p>Support available</p> <p>Anxiety,</p> <p>Fear,</p> <p>Believe,</p> <p>Assertive,</p>	<p>Healthy diet</p> <p>Calories</p> <p>Nutrition</p> <p>Obesity</p> <p>Tooth decay</p> <p>Heart disease</p> <p>Diabetes</p> <p>Alcohol</p>	<p>Dental</p> <p>Oral</p> <p>Hygiene</p> <p>Flossing</p> <p>Brushing</p> <p>Germs</p> <p>Bacteria</p> <p>Spreading</p>

Lower KS2	Year 4					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To 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) <i>Online Education Theme: PRIVACY AND SECURITY</i>	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants. <i>MANAGING INFORMATION ONLINE</i>	about stereotypes in the workplace and that a person's career aspirations should not be limited by them race gender nationality disability equal rights	an understanding of how citizens can influence decision-making through the democratic process	It is against the LAW to discriminate against people because of their age or gender
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals		
Education for a Connected World Framework	Online Education Theme: MANAGING INFORMATION ONLINE • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.  Resources: Google Search Education (Planning general- Computing- Connected World and Safety- Managing information online folder)			Online Education Theme: PRIVACY AND SECURITY • I can explain that others online can pretend to be me or other people, including my friends • I can suggest reasons why they might do this • I can explain how internet use can be monitored.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Privacy and Security (projectevolve.co.uk)</a>		
Suggested Tier 2 and Tier 3 Key Vocabulary	Responsibility Compassion Consequence Care Concern respect environment School Community, UN Convention on Rights of Child (UNCRC)	Community Respect Diversity Discrimination Prejudice Differences Similarities Included, Excluded charity	Priority Economy Savings Money Bank savings Need Want Differences Role Job Description	Equality Stereotype discrimination	Culture Citizen democracy Tolerance Respect Democratic Decisions Voting Authority Contribution	Diversity Discrimination Prejudice Differences Similarities

UPPER KS2	Year 5					
Theme	Relationships Education					
Thematic Study	Families and people who care for me.	Caring friendships	Respectful relationships	Online relationships	Being safe	
Specific content	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	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. <i>Online: SELF IMAGE REPUTATION</i>	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	How information and data is shared and used online.  <i>Online Education Theme: ONLINE RELATIONSHIPS</i>	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.	
SUBJECT LINKS	SEAL – relationships	SEAL – getting on and falling out		IT – internet safety		
Education for a Connected World Framework	Online Education Theme: SELF IMAGE • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.  Resources: Media Smart Body Image (Planning general- Computing- Connected World and Safety- Self-image and identity folder)		Online Education Theme: ONLINE RELATIONSHIPS • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Relationships (projectevolve.co.uk)</a>		Online Education Theme: ONLINE REPUTATION • I can describe ways that information about people online can be used by others to make judgments about an individual.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Reputation (projectevolve.co.uk)</a>	
Relevant texts		Var Jak Paw Cloud Busting poems	Malala – girls rights Women in Science Weslanda		NSPCC resources support schools: <a href="#">Speak out Stay safe programme   NSPCC Learning</a>	
Suggested Tier 2 and Tier 3 Key Vocabulary	Marriage Civil partnership Legally binding Self-esteem, Unique	conflict stable trusting relationships Personal attributes, Qualities, Characteristics,	Stereotype Diversity Community Similarities fairness	Source of information Data Storage Harvested Ownership Cookies Gambling, Betting Screen time	Positive, Negative, Safe, Unsafe, Rights, Grooming, Physical health, Mental health	

UPPER KS2	Year 5						
Theme	Health Education						
Thematic Study	Mental Well Being	Internet safety and harms		Drugs, alcohol and prevention	Health and prevention	Basic first aid	Changing adolescent body
Specific content	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><i>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</i></p>	<p>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.</p> <p>How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted.</p> <p><i>Online Education Theme: ONLINE BULLYING</i></p>		<p>The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>How to recognise early signs of physical illness, such as weight loss or unexplained changes to their body.</p> <p>The facts and science related to immunisation.</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Key facts about puberty (RSE) and the changing adolescent body, (Science) particularly from age 9 through to age 11, including physical (science) and emotional changes.</p> <p>How babies are conceived (egg/seed) and born in mammals (Science)</p>
SUBJECT LINKS	SEAL – good to be me, going for goals	IT – internet safety			SCIENCE		SCIENCE
Education for a Connected World Framework	<p>Online Education Theme: ONLINE BULLYING</p> <ul style="list-style-type: none"><li>• I can recognise when someone is upset, hurt or angry online.</li><li>• I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</li><li>• I can explain how I would report online bullying on the apps and platforms that I use.</li><li>• I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</li></ul> <p>Resources: Cyber bullying PowerPoint (Planning general- Computing- Connected World and Safety- Online Bullying folder)</p>				<p>Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE</p> <ul style="list-style-type: none"><li>• I can describe ways technology can affect healthy sleep and can describe some of the issues.</li></ul> <p>Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Health, Well-being and Lifestyle (projectevolve.co.uk)</a></p>		
Relevant texts	The Tear Thief The day the crayons quit	Cloud busting poems			Anatomy		Anatomy
Suggested Tier 2 and Tier 3 Key Vocabulary	Mental Well being Happiness Rest time Mental health Control emotions Support Isolation Loneliness mindfulness	Age restriction Body image/ Altered image Privacy settings Social media Concern Harassment Cyber bullying Reporting Trolling Abuse	Discerning consumer Search engine Grooming Choices Informed decision, Influence/ R	Legal Illegal Substance Drug Risks Smoking Tobacco E cigarette Alcohol Abuse Advice Opinion, Fact	Physical appearance Illness Gaunt Weight loss Unexplained Immunisation protect	Blood Injury Swelling Conscious Unconscious CPR Emergency Procedure Recovery position Level-headed	Puberty Period Testicles Breasts Penis Vagina Ovary Sanitary protection Erection Pubic hair Menstrual cycle hormones



Upper KS2	Year 5					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To learn:	to recognise there are human rights, which are there to protect everyone  <i>Online Education Theme: MANAGING INFORMATION ONLINE</i>	about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	different ways to keep track of money about risks associated with money (e.g. won, lost or stolen) and ways of keeping money safe about the risks involved in gambling; won or lost through gambling- and their impact on health, wellbeing and future aspirations <i>Online Education Theme: PRIVACY AND SECURITY</i>	about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities  that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	enable students to acquire a broad general knowledge of and respect for public institutions and services in England (NHS, emergency services, schools) that there is a separation of power between the executive and the judiciary, and that some public bodies such as the police/army can be held to account through Parliament, others such as the courts maintain independence	the importance of identifying and combatting discrimination. We are all different. It is against the LAW to discriminate against anyone for their <u>religion</u> . (an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. <u>For being in a marriage/civil partner</u> <u>For being pregnant</u> <u>For race including colour, nationality, or ethnic origin</u> <u>For sexual orientation</u>
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals		RE
Education for a Connected World Framework	Online Education Theme: MANAGING INFORMATION ONLINE <ul style="list-style-type: none"> <li>• I can use different search technologies.</li> <li>• I can explain key concepts including data, information, fact, opinion belief, true, false, valid, dependable and evidence.</li> <li>• I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical.'</li> <li>• I can give examples of when and why it is important to be 'sceptical.' I can explain what is meant by a 'hoax.'</li> <li>• I can explain why some information I find online may not be honest, accurate or legal.</li> <li>• I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</li> </ul> Resources: Child net- Trust Me lessons (Planning general- Computing- Connected World and Safety- Managing online information folder)				Online Education Theme: PRIVACY AND SECURITY <ul style="list-style-type: none"> <li>• I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally.</li> </ul> Resources: My personal data (Planning general- Computing- Connected World and Safety- Privacy and security folder) <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Privacy and Security (projectevolve.co.uk)</a>	
Suggested Tier 2 and Tier 3 Key Vocabulary	Responsibility Human rights respect environment Community Education	Community Respect Diversity Discrimination Prejudice Differences	Priority Economy Savings Money Bank savings	Influences Voluntary Middle class/upper class aspirations	Democracy Parliament Institution services Tolerance respect	Diversity Discrimination Prejudice Differences Similarities Acceptance

	Co-operation Collaboration Participation	Similarities Influence Stereotypes	Need Want Difference		Legal/ illegal Lawful/ Laws	Belief Tolerance Culture
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UPPER KS2	Year 6					
Theme	Relationships Education					
Thematic Study	Families and people who care for me.	Caring friendships	Respectful relationships	Online relationships	Being safe	
Specific content	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	How to recognise who to trust and who not to trust. Focus on what these words mean: Harassment Consent Coercion Abusive Pressurising Child on child abuse – to understand the criminal nature of their actions		See below	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.	
SUBJECT LINKS	SEAL – relationships	SEAL – getting on and falling out		IT – internet safety		
Education for a Connected World Framework	Online Education Theme: SELF IMAGE • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.  Resources: Media Smart Body Image (Planning general- Computing- Connected World and Safety- Self-image and identity folder)		Online Education Theme: ONLINE RELATIONSHIPS • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Relationships (projectevolve.co.uk)</a>		Online Education Theme: ONLINE REPUTATION • I can describe ways that information about people online can be used by others to make judgments about an individual.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Reputation (projectevolve.co.uk)</a>	

Relevant texts			Malala – girls rights Women in Science Weslanda		NSPCC resources support schools: <a href="#">Speak out Stay safe programme</a>   <a href="#">NSPCC Learning</a>	
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UPPER KS2	Year 6					
Theme	Health Education					
Thematic Study	Mental Well Being	Bullying	Internet safety and harms	Physical health and fitness <b>SCIENCE</b>	Basic first aid	Changing adolescent body
Specific content	Revisit prior knowledge  <i>HEALTH, WELL BEING AND LIFESTYLE</i>	Revisit prior knowledge Peer on peer abuse	Revisit prior knowledge Peer on peer abuse  <i>Online Education Theme: ONLINE BULLYING</i>	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).	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	About menstrual wellbeing including the key facts about the menstrual cycle. About image, peer pressure and reputations.
SUBJECT LINKS	SEAL – good to be me, going for goals		IT – internet safety	SCIENCE		SCIENCE
Education for a Connected World Framework	Online Education Theme: ONLINE BULLYING • I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Online Bullying (projectevolve.co.uk)</a>			Online Education Theme: HEALTH, WELL BEING AND LIFESTYLE • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). Resources: Self-care activities from the NHS (Planning general- Computing- Connected World and Health, Well-being and Lifestyle folder)		
Relevant texts	The Tear Thief	Cloud busting poems		Anatomy		Anatomy
Suggested Tier 2 and Tier 3 Key Vocabulary	Mental Well being Happiness Rest time Mental health Mental illness Symptoms Control emotions Support Isolation Loneliness Mindfulness Emotional health Stress Triggers Strategies	restriction Privacy settings Social media Concern Harassment Cyber bullying Reporting Trolling Abuse Discerning consumer Search engine	Legal Illegal Substance Drug Risks Smoking Tobacco E cigarette Alcohol Abuse	Drugs Effects Physical appearance Exercise Heart rate Circulation Inactive Active obesity Prescribed/ Unrestricted Restricted, / Illegal Legal highs	Blood Injury Swelling Conscious Unconscious CPR Immunisation,	Puberty Period Testicles Penis Erection Breasts Vagina Ovary Sanitary protection Pubic hair Mood swings Hormones Reputation Negative body-talk, mental health, opportunities freedoms attraction relationship/ love, sexting

Upper KS2	Year 6					
Theme	Living in the Wider World					
Thematic Study	Shared responsibilities	Communities	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career	British Values	Discrimination
Specific content To learn:	about the relationship between rights and responsibilities  <i>Online Education Theme: MANAGING INFORMATION ONLINE</i>	about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	to identify the ways that money can impact on people's feelings and emotions	about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  to identify the kind of job that they might like to do when they are older  to recognise a variety of routes into careers.	encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. PRIVACY AND SECURITY	the importance of identifying and combatting discrimination. We are all different. It is against the LAW to discriminate against anyone for their <u>religion</u> . (an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. <u>For being in a marriage/civil partner</u> <u>For being pregnant</u> <u>For race including colour, nationality, or ethnic origin</u> <u>For sexual orientation</u>
SUBJECT LINKS	Seal – new beginnings		Maths	Seal – going for goals		RE
Education for a Connected World Framework	Online Education Theme: MANAGING INFORMATION ONLINE • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts.' I can define the terms 'influence,' 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. Resources: Searching for evidence lesson (Planning general- Computing- Connected World and Safety- Managing information online folder)			Online Education Theme: PRIVACY AND SECURITY • I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally.  Resources: <a href="#">Search and Access Resources ▶ Phase ▶ 7 - 11 ▶ Privacy and Security (projectevolve.co.uk)</a>		
Suggested Tier 2 and Tier 3 Key Vocabulary	Responsibility Human rights respect environment responsibilities opportunities Privilege	Community Respect Diversity Discrimination Prejudice Differences Similarities Influence Stereotypes	Priority Economy Savings Money Bank savings Need Want Differences	Aspirations Career College University Higher education Apprenticeship Trade	Democracy Parliament Institution services Tolerance Respect Debate Policies politics	Diversity Discrimination Prejudice Differences Similarities Acceptance Belief Tolerance Culture Citizen

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