

EYFS	In this unit of work, pupils will learn...	Enrichment
Autumn	<p>Nursery:</p> <ul style="list-style-type: none"> Become more outgoing with familiar people. Show more confidence in new social situations. <p>Reception:</p> <ul style="list-style-type: none"> Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Know that physical exercise is important for their health. Build constructive and respectful relationships. Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. 	<p>Community Action Project (RABI Harvest appeal)</p> <p>Hello Yellow Mental Health Awareness</p> <p>Anti-Bullying Week 15 – 19 November</p> <p>NSPCC Speak Out & Stay Safe Programme</p>
Spring	<p>Nursery:</p> <ul style="list-style-type: none"> Play with one or more children, extending and elaborating play ideas. Talk about their feelings. <p>Reception:</p> <ul style="list-style-type: none"> Show pride in achievements. Understand behavioural expectations. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness, patience, peace and love. Seek others to share activities and experiences. Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. 	<p>Community Action Project (linked to visit from Power-Down Pete)</p> <p>Fairtrade Fortnight</p> <p>PCSO visit for Safer Internet Day</p>
Summer	<p>Nursery:</p> <ul style="list-style-type: none"> Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling. <p>Reception:</p> <ul style="list-style-type: none"> Beginning to know that children think and respond in different ways to them. Children will know how regular teeth brushing is important for their health. Children will know what a sensible amount of screen time is and why this is important for their health. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Able to identify and moderate own feelings. See themselves as a unique and valued individual. Children will know about the importance of a good sleep routine for their health. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings 	<p>Child-led online safety workshop</p> <p>Mental Health Awareness Week 9 – 15 May</p> <p>Road Safety with PCSO visit</p>

Years 1&2	In this unit of work, pupils will learn...	Enrichment
<p>Autumn 1 Families & Friendships (Year 1 Focus)</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<p>Community Action Project (RABI Harvest appeal)</p> <p>Hello Yellow Mental Health Awareness</p>
<p>Autumn 2 Respecting ourselves and others (Y2 Focus)</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>Anti-Bullying Week 15 – 19 November</p>
<p>NSPCC Speak Out Stay Safe plus follow-up (Y1 Focus)</p>	<ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission 	<p>NSPCC Speak Out & Stay Safe Programme</p>
<p>Spring 1 Belonging to a Community (Y1 Focus)</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<p>Community Action Project (linked to visit from Power-Down Pete)</p>
<p>Spring 2 Money & work (Y2 Focus)</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>Fairtrade Fortnight</p>
<p>Computing (Y1 Focus)</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	<p>PCSO visit for Safer Internet Day</p>
<p>Summer 1 Physical Health & Mental Wellbeing (Y1 Focus)</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>Mental Health Awareness Week 9 – 15 May</p>

<p>Summer 2 Growing & Changing</p> <p>Keeping Safe (Y2 Focus)</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year • how to help keep themselves safe at home in relation to medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>Road Safety with PCSO visit</p>
<p>Computing Keeping Safe (Y1 Focus)</p>	<ul style="list-style-type: none"> • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>Child-led online safety workshop</p>

Years 3&4	In this unit of work, pupils will learn...	Enrichment
<p>Autumn 1 Families & Friendships (Y3 Focus)</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Community Action Project (RABI Harvest appeal)</p> <p>Hello Yellow Mental Health Awareness</p>
<p>Autumn 2 Respecting ourselves and others (Y4 Focus)</p>	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online 	<p>Anti-Bullying Week 15 – 19 November</p> <p>Firework safety</p>
<p>NSPCC Speak Out Stay Safe plus follow-up (Y4 Focus)</p>	<ul style="list-style-type: none"> recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online 	<p>NSPCC Speak Out & Stay Safe Programme</p>
<p>Spring 1 Belonging to a Community (Y3 Focus)</p>	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>Community Action Project (linked to visit from Power-Down Pete)</p> <p>Reading Rebels (Amnesty UK)</p>
<p>Spring 2 Money & work (Y4 Focus)</p>	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Fairtrade Fortnight</p>
<p>Computing</p>	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a 	<p>PCSO visit and/or live BBC lesson for Safer Internet Day</p>

<p>Media Literacy & Digital Resilience (Y3 Focus)</p>	<p>game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	
<p>Summer 1 Physical Health & Mental Wellbeing (Y3 Focus)</p>	<p>•about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful</p>	<p>Mental Health Awareness Week 9 – 15 May</p>
<p>Summer 2 Growing & Changing (Y4 Focus)</p> <p>Keeping Safe (Y3 Focus)</p>	<p>•how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty</p> <p>•how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail and water safety</p>	<p>Child-led online safety workshop</p> <p>Road Safety/ Bikeability with PCSO visit</p>

Years 5&6	In this unit of work, pupils will learn...	Enrichment
<p>Autumn 1 Families & Friendships (Y5 Focus)</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<p>Community Action Project (RABI Harvest appeal)</p> <p>Hello Yellow Mental Health Awareness</p>
<p>Autumn 2 Respecting ourselves and others (Y6 Focus)</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable 	<p>Anti-Bullying Week 15 – 19 November</p> <p>Firework safety</p>
<p>NSPCC Speak Out Stay Safe plus follow-up (Y5/6 Focus)</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<p>NSPCC Speak Out & Stay Safe Programme</p>
<p>Spring 1 Belonging to a Community (Y5 Focus)</p>	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment 	<p>Community Action Project (linked to visit from Power-Down Pete)</p>
<p>Spring 2 Money & work</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how 	<p>Fairtrade Fortnight</p>

<p>(Y6 Focus)</p>	<p>companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person’s emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks</p>	
<p>Computing Media Literacy & Digital Resilience (Y5 Focus)</p>	<p>•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information</p>	<p>PCSO visit and/or live BBC lesson for Safer Internet Day</p>
<p>Summer 1 Physical Health & Mental Wellbeing (Y5 Focus)</p>	<p>•how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment</p>	<p>Mental Health Awareness Week 9 – 15 May</p>
<p>Summer 2 Growing & Changing (Y4/6 Focus)</p>	<p>•how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty</p> <p>•to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>• identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that</p>	<p>Secondary school transition events</p> <p>Road Safety/ Bikeability with PCSO visit</p> <p>Child-led online safety workshop</p>

<p>Keeping safe (Y5 Focus)</p>	<p>pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone’s life</p> <p>•that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM</p>	<p>Crucial Crew (sometimes takes place in Autumn Term)</p>
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¹ Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

² Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.