

Year 1 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
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| 1 | Relationships Respecting Ourselves and Others <i>Core Themes:</i> <i>How behaviour affects others; being polite and respectful</i> | <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel |
| 2 | | <ul style="list-style-type: none"> • about what respect means |
| 3 | | <ul style="list-style-type: none"> • about class rules, being polite to others, sharing and taking turns |
| 4 | Health and Well-being Keeping Safe <i>Core Themes:</i> <i>How rules and age restrictions help us; keeping safe online</i> | <ul style="list-style-type: none"> • how rules can help to keep us safe |
| 5 | | <ul style="list-style-type: none"> • why some things have age restrictions, e.g. TV and film, games, toys or play areas |
| 6 | | <ul style="list-style-type: none"> • basic rules for keeping safe online |
| 7 | | <ul style="list-style-type: none"> • whom to tell if they see something online that makes them feel unhappy, worried, or scared |
| 8 | Living In The Wider World Belonging to a community <i>Core Themes:</i> <i>What rules are; caring for others' needs; looking after the environment</i> | <ul style="list-style-type: none"> • Assessment of prior learning around communities • about examples of rules in different situations, e.g. class rules, rules at home, rules outside |
| 9 | | <ul style="list-style-type: none"> • that different people have different needs |
| 10 | | <ul style="list-style-type: none"> • how we care for people, animals and other living things in different ways |
| 11 | | <ul style="list-style-type: none"> • how they can look after the environment, e.g. recycling |

Year 2 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
|------|--|--|
| 1 | Relationships Respecting Ourselves and Others | <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 |
| 2 | <i>Core Themes:</i> | <ul style="list-style-type: none"> how to play and work cooperatively in different groups and situations |
| 3 | <i>Recognising things in common and differences; playing and working cooperatively; sharing opinions</i> | <ul style="list-style-type: none"> how to share their ideas and listen to others, take part in discussions, and give reasons for their views |
| 4 | Health and Well-being Keeping Safe | <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger |
| 5 | <i>Core Themes:</i> | <ul style="list-style-type: none"> how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products |
| 6 | <i>Safety in different environments; risk and safety at home; emergencies</i> | <ul style="list-style-type: none"> 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 |
| 7 | | <ul style="list-style-type: none"> 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 |
| 8 | Living In The Wider World Belonging to a community | <ul style="list-style-type: none"> Assessment of prior learning around communities about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups |
| 9 | <i>Core Themes:</i> | <ul style="list-style-type: none"> about different rights and responsibilities that they have in school and the wider community |
| 10 | | <ul style="list-style-type: none"> about how a community can help people from different groups to feel included |
| 11 | <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i> | <ul style="list-style-type: none"> to recognise that they are all equal, and ways in which they are the same and different to others in their community |

Year 3 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
|------|--|---|
| 1 | Relationships Respecting Ourselves and Others | <ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online |
| 2 | <i>Core Themes:</i> | <ul style="list-style-type: none"> the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely |
| 3 | <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i> | <ul style="list-style-type: none"> the ways in which people show respect and courtesy in different cultures and in wider society |
| 4 | Health and Well-being Keeping Safe | <ul style="list-style-type: none"> how to identify typical hazards at home and in school |
| 5 | <i>Core Themes:</i> | <ul style="list-style-type: none"> how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen |
| 6 | <i>Risks and hazards; safety in the local environment and unfamiliar places</i> | <ul style="list-style-type: none"> about fire safety at home including the need for smoke alarms |
| 7 | | <ul style="list-style-type: none"> 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, water and firework safety |
| 8 | Living In The Wider World Belonging to a community | <ul style="list-style-type: none"> Assessment of prior learning around communities 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 |
| 9 | <i>Core Themes:</i> | <ul style="list-style-type: none"> what human rights are and how they protect people to identify basic examples of human rights including the rights of children |
| 10 | <i>The value of rules and laws; rights, freedoms and responsibilities</i> | <ul style="list-style-type: none"> about how they have rights and also responsibilities |
| 11 | | <ul style="list-style-type: none"> that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn |

Year 4 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
|------|---|--|
| 1 | Relationships Respecting Ourselves and Others | <ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith |
| 2 | <i>Core Themes:</i> | <ul style="list-style-type: none"> to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations |
| 3 | <i>Respecting differences and similarities; discussing difference sensitively</i> | <ul style="list-style-type: none"> about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone |
| 4 | Health and Well-being Keeping Safe | <ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely |
| 5 | <i>Core Themes:</i> | <ul style="list-style-type: none"> to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing |
| 6 | <i>Medicines and household products; drugs common to everyday life</i> | <ul style="list-style-type: none"> to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life |
| 7 | | <ul style="list-style-type: none"> that for some people using drugs can become a habit which is difficult to break how to ask for help or advice |
| 8 | Living In The Wider World Belonging to a community | <ul style="list-style-type: none"> Assessment of prior learning around communities the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community |
| 9 | <i>Core Themes:</i> | <ul style="list-style-type: none"> about the different groups that make up and contribute to a community |
| 10 | <i>What makes a community; shared responsibilities</i> | <ul style="list-style-type: none"> about the individuals and groups that help the local community, including through volunteering and work |
| 11 | | <ul style="list-style-type: none"> how to show compassion towards others in need and the shared responsibilities of caring for them |

Year 5 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
|------|---|--|
| 1 | Relationships Respecting Ourselves and Others | <ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own |
| 2 | <i>Core Themes:</i> | <ul style="list-style-type: none"> what discrimination means and different types of discrimination e.g. racism, sexism, homophobia |
| 3 | <i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i> | <ul style="list-style-type: none"> to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment |
| 4 | | <ul style="list-style-type: none"> the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online |
| 5 | Health and Well-being Keeping Safe | <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety |
| 6 | <i>Core Themes:</i> | <ul style="list-style-type: none"> to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour |
| 7 | <i>Keeping safe in different situations, including responding in emergencies, first aid and FGM</i> | <ul style="list-style-type: none"> how to deal with common injuries using basic first aid techniques |
| 8 | | <ul style="list-style-type: none"> how to respond in an emergency, including when and how to contact different emergency services |
| 9 | Living In The Wider World Belonging to a community | <ul style="list-style-type: none"> Assessment of prior learning around communities about how resources are allocated and the effect this has on individuals, communities and the environment |
| 10 | <i>Core Themes:</i> | <ul style="list-style-type: none"> 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 |
| 11 | | <ul style="list-style-type: none"> about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment |

Year 6 Spring Term: Relationships, Health and Well-being & Living In The Wider World

| Week | Theme | Pupils will learn..... |
|-------|--|--|
| 1 | Relationships Respecting Ourselves and Others | <ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model |
| 2 | <i>Core Themes:</i> <i>Expressing opinions and respecting other points of view, including discussing topical issues</i> | <ul style="list-style-type: none"> 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 |
| 3 & 4 | Health and Well-being Keeping Safe <i>Core Themes:</i> <i>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</i> | <ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others |
| 5 | | <ul style="list-style-type: none"> how to report the misuse of personal information or sharing of upsetting content/ images online 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 |
| 6 & 7 | | <ul style="list-style-type: none"> about the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decision |
| 8 | Living In The Wider World Belonging to a community | <ul style="list-style-type: none"> Assessment of prior learning around communities what prejudice means to differentiate between prejudice and discrimination |
| 9 | <i>Core Themes:</i> | <ul style="list-style-type: none"> how to recognise acts of discrimination strategies to safely respond to and challenge discrimination |
| 10 | | <ul style="list-style-type: none"> how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups |

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*Valuing diversity; challenging
discrimination and stereotypes*

- how stereotypes are perpetuated and how to challenge this

