

EYFS: Personal, Social and Emotional Development (PSED)

The vital learning experiences required to allow children access to our PSHE curriculum, starts in EYFS where children’s personal, social and emotional development (PSED), is taught as part of the Development Matters Guidance. Children learn to manage their emotions, express their feelings and consider the feelings of others. They also learn to think about the perspective of others. They are supported to explain the reasons for rules, know right from wrong and try to behave accordingly. Children are supported in developing a positive sense of seeing themselves as a valuable individual. They learn to set themselves simple goals and show resilience and perseverance in the face of challenge and are encouraged to have confidence in their own abilities. Children are supported to persist and learn to wait for what they want and direct their attention to a particular task when necessary. They learn how to look after their bodies and manage their needs independently including personal hygiene and healthy eating. Children are supported to build constructive and respectful relationships by learning how to make good friendships, co-operate and resolve conflicts peaceably. Children begin to talk about the different factors that support their overall health and wellbeing including regular physical activity, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.

YEAR 1: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

YEAR 1 AUTUMN TERM:

PHYSICAL HEALTH AND MENTAL WELL-BEING			RELATIONSHIPS EDUCATION		
1 MENTAL WELLBEING	2 MENTAL WELLBEING	3 HEALTH AND PREVENTION	4 RESPECTFUL RELATIONSHIPS	5 FAMILIES & PEOPLE WHO CARE FOR ME	6 FAMILIES & PEOPLE WHO CARE FOR ME
<p>To learn the attributes associated with making us good learners (4Rs).</p> <p>Identifying what makes a happy and safe class Agreeing a class charter and creating a class community.</p>	<p>To learn the attributes associated with making us good learners (4Rs).</p> <p>To set a goal and feel motivated to achieve it.</p>	<p>To understand how teeth change as we grow up.</p> <p>To understand how to keep teeth healthy.</p>	<p>To recognise what toys they like and dislike.</p> <p>To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl.</p> <p>To identify and respect the differences and similarities between people. (This theme is also picked up on in Religious Education lessons).</p>	<p>To know that families don’t all look the same but they all have a special role in children’s lives.</p> <p>To describe their own family To say why families are special.</p> <p>To describe ways in which families take care of each other.</p> <p>The Family Book by Todd Parr will be used to look at a variety of different families</p>	<p>To know about other people in our community who care for us eg: doctors, nurses, emergency services, teachers etc</p>

HEALTH EDUCATION		RELATIONSHIPS EDUCATION	PHYSICAL HEALTH AND MENTAL WELL-BEING		
7 HEALTH AND PREVENTION	8 HEALTH AND PREVENTION	9 RESPECTFUL RELATIONSHIPS	10 MENTAL WELLBEING	11 MENTAL WELLBEING	12 MENTAL WELLBEING
To understand how some diseases are spread and how they can be controlled.	To understand some basic hygiene principles.	To be able to identify different behaviours which might be bullying. (Anti-Bullying Week)	To identify a range of emotions.	To understand and recognise positive and difficult emotions.	To increase understanding and recognition of a variety of feelings and have some strategies to help themselves and others feel more positively.
Science: Identify, name, draw and label basic parts of the human body and say which part is associated with each sense. To know that everyone grows and changes and babies become children and then adults.					

YEAR 1 SPRING TERM:

RELATIONSHIPS EDUCATION					
1 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS	3 RESPECTFUL RELATIONSHIPS	4 ONLINE RELATIONSHIPS	5 ONLINE RELATIONSHIPS	6 BEING SAFE
To sort wants and needs.	To celebrate being me. Difference and similarities.	To celebrate our differences and know the importance of respecting them.	To teach children about personal information.	To understand how to stay safe online.	To identify places and people who make me feel safe.
RELATIONSHIPS EDUCATION			PHYSICAL HEALTH AND MENTAL WELL-BEING		
7 BEING SAFE	8 BEING SAFE	9 BASIC FIRST AID	10 PHYSICAL HEALTH AND FITNESS	11 PHYSICAL HEALTH and MENTAL WELLBEING	12 PHYSICAL HEALTH and MENTAL WELLBEING
To explain what a safe and inviting classroom looks like. To identify how to keep safe at school and in the playground.	To identify how to keep safe at home.	To know how and when to make an emergency call.	To recognise that an active life style is good for our health and well-being. To be able to identify physical activities and hobbies that are good for us.	To understand that spending too much time on a computer or tablet or in front of the television is not good for us.	To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep.

YEAR 1 SUMMER TERM:

RELATIONSHIPS EDUCATION					
1 CARING FRIENDSHIPS	2 CARING FRIENDSHIPS	3 RESPECTFUL RELATIONSHIPS	4 RESPECTFUL RELATIONSHIPS	5 CARING FRIENDSHIPS	6 CARING FRIENDSHIPS
To identify the qualities of a good friend. To know how important friendships are in making us feel happy. To know how to help each other in class and on the playground.	To explain the importance of compliments and how it feels to give and receive them.	To recognise positive qualities in themselves and others.	To recognise their achievements and those of others.	To understand how people, make and keep friends. To identify what to say to a new friend.	To recap what a good friend is. To know how to managing upsets and difficulties in friendships. (Using the Wheel of Choice)
PHYSICAL HEALTH AND MENTAL WELL-BEING					
7 HEALTHY EATING	8 HEALTHY EATING	9 HEALTHY EATING	10 BEING SAFE	11 MENTAL WELL-BEING	12 MENTAL WELL-BEING
To discuss and name a variety of food. To be able to distinguish healthy foods from unhealthy ones.	Know what constitutes a healthy diet and the importance of vegetables in our diet. (Link to growing broad beans and other vegetables as part of plants topic and ongoing gardening sessions).	Know what constitutes a healthy diet and the importance of vegetables in our diet. (Link to growing broad beans and other vegetables as part of plants topic and ongoing gardening sessions).	To understand that some secrets are not good to keep, especially when it means someone is not safe or someone may be doing the wrong thing. (NSPCC workshop and assembly.)	Transition into Year 2 Children will explore the differences they may experience between being in Year 1 and moving up to Year 2 (classroom on the first floor/new playground with Year 3 children)	Transition into Year 2 To know that even though some things will change, much about being at Richard Cobden will stay the same.
Age Appropriate NSPCC Workshops and assemblies provide further coverage of Keeping Safe objectives of Primary Relationship Education					
'INTERNET SAFETY AND HARMS' objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.					

YEAR 2: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

YEAR 2 AUTUMN TERM:

PHYSICAL HEALTH AND MENTAL WELL-BEING					BRITISH VALUES
1 MENTAL WELLBEING	2 MENTAL WELLBEING	3 HEALTHY EATING	4 HEALTHY EATING	5 HEALTHY EATING	6
To Recap the attributes associated with making us good learners (4Rs). Agreeing a class charter and creating a class community Setting goals and identifying the steps needed to achieve them.	To recognise and describe different feelings and emotions in themselves and others. To develop a wider variety of words to use when talking about their own and others' feelings.	To be able to recognise and name and the 5 food groups from the Eat-well plate.	To understand the benefits of eating at least 5 portions of fruit and vegetables.	To identify healthy snack and packed lunch options.	To understand how the UK parliament is formed and why a country makes laws. (Trip to Houses of Parliament – Topic on London) School Council Elections
PHYSICAL HEALTH AND MENTAL WELL-BEING			RELATIONSHIPS EDUCATION		
7 BASIC FIRST AID/KEEPING SAFE	8 BASIC FIRST AID/KEEPING SAFE	9 CARING FRIENDSHIPS	10 CARING FRIENDSHIPS	11 CARING FRIENDSHIPS	12 CARING FRIENDSHIPS
To know the causes of fire, how to stay safe from fire and how to call emergency services in the event of a fire (Visit from LFB – workshops)	To learn where medicines come from and why medicines are taken.	To identify what bullying is and how it makes people feel. (Link to Anti-Bullying week. All children sign Bully Blocker Pledge)	To understand what makes a good friend and why friends are important to us. To know what good friends do and how they treat each other.	To understand what conflict is and why we might fall out with friends.	To explain what to do when conflict escalates. (Link to whole school approach to Zones of Regulation) To explain how to resolve conflict – Wheel of Choice

YEAR 2 SPRING TERM:

RELATIONSHIPS EDUCATION					PHYSICAL HEALTH AND MENTAL WELL-BEING
1 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS	3 RESPECTFUL RELATIONSHIPS	4 ONLINE RELATIONSHIPS	5 ONLINE RELATIONSHIPS	6 MENTAL WELLBEING
To explore the difference between needs and wants. To consider how we can consider the needs of others (link to topic Around the World looking at people less fortunate than our ourselves).	To understand life in different countries and notice similarities and differences to our own.	To explore how life is different around the world and to know the importance of respecting others who have different customs and beliefs to our own.	To understand what personal information is.	To understand who to trust online and how to keep safe online – how to recognise and report harmful content and contact.	To recognise and describe different feelings in themselves and others Learn how to talk about these emotions (practise giving and receiving 'I' messages).
PHYSICAL HEALTH AND MENTAL WELL-BEING				RELATIONSHIPS EDUCATION	
7 MENTAL WELLBEING	8 MENTAL WELLBEING	9 BASIC FIRST AID	10 BASIC FIRST AID	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
Learn about 'big' feelings and how to manage them. Begin to judge whether what they are feeling (and how they are behaving) is appropriate and proportionate.	Learn that feelings change and that not everyone experiences the same feeling in the same situation.	To be able to identify and make safe risks and hazards in and around the home. To learn how to help someone without risk to themselves.	To be able to identify risks and hazards at school and know how to keep themselves safe.	To introduce and explore the concept of male and female and gender stereotypes.	To explore gender stereotypes in careers.

YEAR 2 SUMMER TERM:

RELATIONSHIPS EDUCATION				HEALTH EDUCATION	
10 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS/ BEING SAFE	3 RESPECTFUL RELATIONSHIPS/ BEING SAFE	4 RESPECTFUL RELATIONSHIPS	5 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING	6 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING
To identify the qualities of a good friend. To recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	To understand and learn the PANTS rules. NSPCC Workshop	To understand that they have the right to say “no” to unwanted touch.	To introduce the concept of male and female and gender stereotypes. To identify different likes and interests in people.	To know that an active lifestyle keeps us happy, strong and well. To know how to achieve this. (Science objective Link)	To know the risks of an inactive lifestyle – including spending too much time on a computer or tablet. (Science objective Link)
SCIENCE	RELATIONSHIPS EDUCATION				
7 ANIMALS INCLUDING HUMANS	8 FAMILIES AND PEOPLE WHO CARE FOR ME	9 FAMILIES AND PEOPLE WHO CARE FOR ME	10 RESPECTFUL RELATIONSHIPS	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
To know about growing young to old. To know that all living things, including humans start life as babies and move through different stages to old age. To identify ways they are growing and changing. Notice that animals, including humans, have offspring which grow into adults.	To know that everyone needs to be cared for. To know how they can care for others.	To know that all families (are special to each of us because our family members love us, care for us and keep us safe. Describe how families care for each other. Describe their own family and say what is special about it. Know the importance of spending time together and sharing each other’s lives Book Resource: Who’s in my Family?	To understand the importance of self-respect and how this links to their own happiness.	To recognise how it feels to be proud of themselves and to recognise their own achievements, no matter how small.	To be able to recognise someone else’s achievement and to be able to compliment them and feel pleased for them.
Age Appropriate NSPCC Workshops and assemblies provide further coverage of Keeping Safe objectives of Primary Relationship Education					
‘INTERNET SAFETY AND HARMS’ objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.					

YEAR 3: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

YEAR 3 AUTUMN TERM:

PHYSICAL HEALTH AND MENTAL WELL-BEING					RELATIONSHIPS ED
1 MENTAL WELLBEING	2 MENTAL WELLBEING	3 MENTAL WELLBEING	4 MENTAL WELLBEING	5 BRITISH VALUES	6 BEING SAFE
<p>Extend learning about attributes that make an effective learner (ongoing – link to Building Learning Power).</p> <p>To set a personal and a learning goal and to understand how working towards goals can have a positive impact on our mental wellbeing.</p>	<p>To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.</p> <p>(link to goal setting and celebrating achievements no matter how small).</p>	<p>Learn about ways of expressing feelings and emotions and why this is important.</p>	<p>Learn about managing feelings and emotions in different situations</p> <p>Learn about getting help, advice and support with feelings and emotions.</p> <p>(Link to whole school work done on Zones of Regulation)</p>	<p>To explain why democracy is important.</p> <p>To understand how to cast a considered vote for your school council representative.</p>	<p>To explain how to keep safe when walking on roads.</p> <p>(Link to taking children on trips and the expectations for these)</p>
RELATIONSHIPS EDUCATION			PHYSICAL HEALTH AND MENTAL WELL-BEING		
7 RESPECTFUL RELATIONSHIPS	8 RESPECTFUL RELATIONSHIPS	6 RESPECTFUL RELATIONSHIPS	10 HEALTHY EATING	11 HEALTHY EATING	12 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING
<p>To explore ways of resolving conflict.</p> <p>Wheel of Choice. Link to Oracy.</p>	<p>To explore ways of resolving conflict.</p> <p>Wheel of Choice. Link to Oracy.</p>	<p>Anti-bullying Week (Usually November)</p> <p>To developing an awareness and definition of bullying and unkindness.</p> <p>All children sign and agree to uphold the Bully Blocker pledge.</p>	<p>To understand what food groups make up a healthy meal.</p> <p>Link to Science Objective Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>To understand how some of the nutrients we get from different food groups keep us healthy.</p> <p>Link to Science Objective Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>To explain how food choices can contribute to tooth decay and ill health in different circumstances.</p>

YEAR 3 SPRING TERM:

		ECONOMIC EDUCATION		CAREERS	RELATIONSHIPS EDUCATION	
1 BEING SAFE	2	3	4	5 ONLINE RELATIONSHIPS	6 ONLINE RELATIONSHIPS	
To understand the rights of a child. To understand that with rights come responsibilities.	To understand the link between being paid to do a job and having money to spend.	To make consumer choices and explain their decisions.	To begin to consider the range of careers and jobs available in the future.	To understand how to stay safe online.	To understand how to stay safe online.	
PHYSICAL HEALTH AND MENTAL WELL-BEING						
7 BEING SAFE	7 BEING SAFE NSPCC Workshops	8 DRUGS, ALCOHOL & TOBACCO	9 DRUGS, ALCOHOL & TOBACCO	10 BASIC FIRST AID	11 HEALTH AND PREVENTION	
To explain how to keep safe when walking on roads.	To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To know how to recognise and report feelings of being unsafe.	To learn the definition of a drug and that drugs (including medicines) can be harmful to people.	Learn about the effects and risks of smoking tobacco and second-hand smoke.	Know what to do and how to call for help if you are faced with an emergency situation.	To know that bacteria, viruses and fungi are three different types of microbe To understand that microbes are found everywhere.	

YEAR 3 SUMMER TERM:

RELATIONSHIPS EDUCATION					PHYSICAL HEALTH AND MENTAL WELL-BEING
1 CARING FRIENDSHIPS	2 RESPECTFUL RELATIONSHIPS	3 RESPECTFUL RELATIONSHIPS	4 FAMILIES AND PEOPLE WHO CARE FOR ME	5 RESPECTFUL RELATIONSHIPS/BEING SAFE	6 MENTAL WELLBEING
<p>To identify the qualities of a good friend.</p> <p>To understand that most friendships have ups and downs, and that these can be worked through.</p> <p>Resource: The Great Big Book of Friends</p>	<p>To understand the conventions of courtesy and good manners.</p>	<p>To know about stereotyping of males and females Give examples of gender stereotypes.</p> <p>To understand the link between gender stereotyping and discrimination.</p> <p>Explain how stereotyping might feel.</p>	<p>To describe what a family is and why our families are important.</p> <p>Building on lessons in Year 1 and 2 and using their own family make up as a starting point:</p> <p>To understand that other people's families, either in school or in the wider world, sometimes look different from their family, but that they should still respect those differences and know that other families are also characterised by love and care.</p> <p>Resource: The Great Big Book of Families</p>	<p>To understand our personal space.</p> <p>To know the difference between a good touch and one that makes us feel uncomfortable.</p> <p>(link to NSPCC workshops/assemblies)</p>	<p>To identify positive thoughts and understand how an optimistic outlook can improve our mental health and well-being.</p>
PHYSICAL HEALTH AND MENTAL WELL-BEING	RELATIONSHIPS EDUCATION		PHYSICAL HEALTH AND MENTAL WELL-BEING (Link to DT cooking and nutrition)		
7 MENTAL WELLBEING	8 CARING FRIENDSHIPS	9 CARING RELATIONSHIPS	10 HEALTHY EATING	11 HEALTHY EATING	12 HEALTHY EATING
<p>To explore the concept of self-talk.</p> <p>To notice positive vs negative self-talk and the impact of both on our mood.</p>	<p>To explore healthy friendships.</p> <p>To know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p>	<p>To explore other relationships in our lives and know how to keep these healthy.</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Link to It's a Wonderful World Topic)</p>	<p>Understand the principles of planning and preparing a range of healthy meals</p>	<p>Understand the principles of planning and preparing a range of healthy meals</p>
<p>NSPCC Workshops and assemblies provide further coverage of Keeping Safe objectives of Primary Relationship Education</p>					
<p>'INTERNET SAFETY AND HARMS' objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.</p>					

YEAR 4: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

Year 4 AUTUMN TERM:

PHYSICAL HEALTH AND MENTAL WELL-BEING					
1 MENTAL WELLBEING	2 HEALTH & PREVENTION	3 MENTAL WELLBEING	4 MENTAL WELLBEING	5 HEALTH & PREVENTION	6 BEING SAFE
<p>To understand what a realistic and achievable goal is.</p> <p>To set a goal and understand the steps needed to achieve it.</p> <p>To understand the importance of recognising and acknowledging our achievements and efforts.</p>	<p>To understand the attributes of a good learner (4 Rs – ongoing)</p> <p>To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect our mood and ability to learn.</p>	<p>To explore the normal range and scale of emotions (happiness, sadness, anger, fear, nervousness, surprise etc) that all humans experience in relation to different experiences and situations.</p> <p>(Link to Zones of Regulation)</p>	<p>To continue to explore the normal range and scale of emotions in relation to different experiences and situations.</p> <p>To begin to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use.</p>	<p>To explain how to keep safe around water. (This will be an extension of what they have learnt in swimming lessons)</p>
RELATIONSHIPS EDUCATION		PHYSICAL HEALTH AND MENTAL WELL-BEING			
7 RESPECTFUL RELATIONSHIPS	8 RESPECTFUL RELATIONSHIPS /MENTAL WELLBEING	9 RESPECTFUL RELATIONSHIPS INTERNET SAFETY AND HARMS	10 HEALTH & PREVENTION	11 HEALTH & PREVENTION	
<p>To understand what each of the different forms of bullying look like: Physical, Verbal, Indirect and Cyber or online.</p> <p>To sign then commit to upholding</p>	<p>To developing an awareness of the role of victims, bullies and bystanders.</p> <p>To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>To know how to consider the effect of their online actions on others.</p> <p>To know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection.</p>	<p>To begin to understand that our bodies change as we get older.</p> <p>To learn why it is important to keep clean.</p> <p>Describe how to look after particular parts of the body.</p> <p>Describe and carry out basic hygiene.</p>	

YEAR 4 SPRING TERM:

ECONOMIC EDUCATION		PHYSICAL HEALTH AND MENTAL WELL-BEING			
1	2	3 BASIC FIRST AID	4 BASIC FIRST AID	5 BASIC FIRST AID	6 BEING SAFE
To understand what we spend money on.	To understand ways to save money and the benefits of saving.	<p>Be able to identify when someone is having an allergic reaction to a bite or sting.</p> <p>Be able to provide basic first aid treatment for someone who has been bitten or stung.</p> <p>Be able to seek medical help if required.</p>	<p>Know how to ensure the safety of myself and others.</p> <p>Know how to assess a casualty's condition calmly and give basic first aid to someone who is bleeding.</p> <p>Be able to give first aid to a casualty who is in shock.</p> <p>Know when to seek medical help for someone who is bleeding.</p>	<p>Recognise when someone is choking.</p> <p>Be able to administer first aid to a casualty that is choking (incl. back blows and tummy thrusts).</p> <p>Know when to seek medical help for a choking casualty.</p>	<p>To understand the concept of privacy</p> <p>To understand that it is not always right to keep secrets if they relate to being safe.</p>
RELATIONSHIPS EDUCATION					
7 BEING SAFE	8 ONLINE RELATIONSHIPS	9 ONLINE RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS/MENTAL WELLBEING	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
<p>To know that each person's body belongs to them.</p> <p>Know the differences between appropriate and inappropriate physical contact. (NSPCC Workshops)</p>	To understand that not everything online is trustworthy.	To make decisions on what they trust online using agreed criteria.	To understand how images are manipulated online.	To understand how stereotypes can label people.	To understand how stereotypes can label people and to look at how to challenge them.

YEAR 4 SUMMER TERM:

Sun Smart Assembly					
RELATIONSHIPS EDUCATION					
1 CARING FRIENDSHIPS	2 CARING FRIENDSHIPS	3 RESPECTFUL RELATIONSHIPS/CARING FRIENDSHIPS	4 RESPECTFUL RELATIONSHIPS	5 ONLINE RELATIONSHIPS.	6 RESPECTFUL RELATIONSHIPS
<p>To identify the qualities of a good friend.</p> <p>To understand rights in a friendship.</p> <p>To understand responsibilities in a friendship.</p> <p>To identify and resist pressurising and manipulative behaviour.</p>	<p>To understand how important friendships are in making us feel happy and secure.</p> <p>To understand how people choose and make friends.</p> <p>To know how to make and keep positive friendships.</p>	<p>To recognise positive things about themselves.</p> <p>To understand the importance of self-respect and how this links to their own happiness and ability to make and maintain positive relationships with their peers.</p>	<p>To understand what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>To understand how a child's online actions can affect others.</p> <p>To identify and resist pressurising and manipulative behaviour from friends online.</p>	<p>To challenge gender stereotyping.</p>
PHYSICAL HEALTH AND MENTAL WELL-BEING			RELATIONSHIPS EDUCATION		
7 HEALTHY EATING	8 HEALTHY EATING	9 HEALTH AND PREVENTION	10 RESPECTFUL RELATIONSHIPS	11 RESPECTFUL RELATIONSHIPS	12 CAREERS
<p>To understand that food gives us energy.</p> <p>Link to Science Objectives covered this half term:</p> <p>*Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>*Know that digestion is the process by which the body breaks down food in order to extract nutrients.</p>	<p>To understand the importance of nutrients in the food we eat.</p> <p>Link to Science Objectives covered this half term:</p> <p>*Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>*Know that digestion is the process by which the body breaks down food in order to extract nutrients.</p>	<p>To learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>Link to Science:</p> <p>*Identify the different types of teeth in humans and their simple functions</p> <p>*Understand how sugary drinks can damage human teeth</p>	<p>To understand aspects of discrimination.</p>	<p>To understand the importance of respecting others, even when they are very different from ourselves (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>To know about different careers and jobs.</p> <p>To begin to consider jobs that may be possible for them to do in the future and to know that these are not limited by gender.</p>
<p>NSPCC Workshops and assemblies provide further coverage of Keeping Safe objectives of Primary Relationship Education</p>					
<p>'INTERNET SAFETY AND HARMS' objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.</p>					

YEAR 5: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

Year 5 AUTUMN TERM:

	HEALTH EDUCATION				
1 MENTAL WELLBEING	2 HEALTHY EATING	3 HEALTHY EATING	4 HEALTHY EATING	5 HEALTHY EATING	6 HEALTHY EATING
To set a goal. To know how to make it achievable.	To review a day's menu and provide feedback on how it can be improved. (Work done in Autumn term to support healthy packed lunches and choices at the servery for school dinners)	To explain the function of nutrients and fibre. (Children are challenged to increase the variety of healthy foods they choose eat in their diet)	To explain the reasons it is important to keep hydrated. (Elements of healthy eating and the importance of hydration are also covered in PE lessons).	To explain that different types and portions of foods and drinks provide different amounts of energy. (Elements of healthy eating and the importance of food for energy are also covered in PE lessons).	To identify and interpret information on food labels.
HEALTH EDUCATION	RELATIONSHIPS EDUCATION			HEALTH EDUCATION	
7 MENTAL WELLBEING	8 RESPECTFUL RELATIONSHIPS	9 RESPECTFUL RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS	11 BASIC FIRST AID	12 BASIC FIRST AID
Learn how to talk about mental health and wellbeing. Know who can help us and how to ask for help. Know the difference between a big and a small feeling. Learn how to be a good listener.	To explore the concept of fairness and how people decide what is fair and unfair.	Anti-bullying Week. Children create and sign 'Bully Blocker Pledge'.	To explore how and why people are excluded. To understand what it means to be a 'bystander'.	Know how to ensure the safety of themselves and others. Be able to assess a casualty's condition calmly. Know how to comfort and reassure a casualty who has a head injury. Know how to seek medical help.	Be able to do a primary survey. Be able to place an unresponsive casualty, who is breathing normally, in the recovery position.

YEAR 5 SPRING TERM:

ECONOMIC EDUCATION		RELATIONSHIPS EDUCATION		HEALTH EDUCATION	
1	2	3 FAMILIES AND PEOPLE WHO CARE FOR ME	4 FAMILIES AND PEOPLE WHO CARE FOR ME	5 HEALTH & PREVENTION	6 HEALTH & PREVENTION
To understand deductions from payslips	To understanding budgeting	To understand reasons for migration.	To explore migration.	To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general.	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. To understand that if antibiotics are taken, it is important to finish the course.
RELATIONSHIPS EDUCATION		RELATIONSHIPS EDUCATION		RELATIONSHIPS EDUCATION	
7 ONLINE RELATIONSHIPS/	8 BEING SAFE	9 STAYING SAFE	10 STAYING SAFE	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
To understand content which may be appropriate or inappropriate to share online	To identify appropriate people to turn to for help	To understand how to keep safe when cycling. (Link to Bikeability Weeks)	To understand how to keep safe when cycling. (Link to Bikeability Weeks)	To understand gender stereotypes.	To understand the importance of respecting others, even when they are very different from ourselves (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

YEAR SUMMER TERM:

RELATIONSHIPS EDUCATION	SCIENCE	HEALTH EDUCATION/SCIENCE			
1 CARING RELATIONSHIPS	2 ANIMALS, INC. HUMANS	3 CHANGING ADOLESCENT BODY	4 CHANGING ADOLESCENT BODY	5 CHANGING ADOLESCENT BODY	6 CHANGING ADOLESCENT BODY
To identify the qualities of a good friend	To think and talk about how they have grown and changed since they were babies. <u>Covered in Science Lessons:</u> describe the changes as humans develop to old age. describe the differences in the life cycles of a mammal (including humans), an amphibian, an insect, a bird. describe the life process of reproduction in some plants and animals.	To know about the physical changes that happen at puberty.	To understand what menstruation and wet dreams are. To know how to manage menstruation and wet dreams. Lessons taught separately to girls and boys.	To know the importance of hygiene during puberty.	To know how and why emotions and relationships change during puberty. To know where to get help and support to manage changes during puberty.
RELATIONSHIPS EDUCATION					
7 RESPECTFUL RELATIONSHIPS	8 MENTAL WELLBEING/ CARING RELATIONSHIPS	9 MENTAL WELLBEING/ CARING RELATIONSHIPS	10 MENTAL WELLBEING/ CARING RELATIONSHIPS	11 MENTAL WELLBEING/ Transition into Year 6	12 MENTAL WELLBEING
To recap the qualities of a good friend.	To know how to be a good friend to others and how to manage any conflict that may arise. To know how to deal with feelings in relationships.	To develop a sense of belonging.	To develop a sense of belonging.	To understand change and to prepare for moving into Year 6 next year.	To understand how to develop positive self-talk. To understand the importance of discussing feelings with an adult and knowing where to get support for anything that is troubling them.
NSPCC Workshops and Growing Against Violence Workshops: Provide further coverage of Keeping Safe objectives of Primary Relationship Education					
'INTERNET SAFETY AND HARMS' objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.					
Sun Safe Assembly					

YEAR 6: RELATIONSHIPS and HEALTH EDUCATION LEARNING OBJECTIVES

YEAR 6 AUTUMN TERM:

PHYSICAL HEALTH AND MENTAL WELL-BEING					
1 MENTAL WELLBEING	2 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING	3 PHYSICAL HEALTH AND FITNESS	4 DRUGS, ALCOHOL & TOBACCO	5 DRUGS, ALCOHOL & TOBACCO	6 DRUGS, ALCOHOL & TOBACCO
To set SMART, achievable goals for some of the different areas in our lives: Physical fitness, Learning Friendship, home etc. To map out the steps and strategies it will take to achieve these goals.	To recap what we already know about how to keep ourselves healthy. To learn the importance of good sleep.	To explain some of the health benefits of being active.	To learn about the risks associated with using different drugs, including tobacco and nicotine products, e-cigarettes, alcohol, solvents, medicines and other legal and illegal drugs.	To learn about the risks associated with using different drugs, including tobacco and nicotine products, e-cigarettes, alcohol, solvents, medicines and other legal and illegal drugs.	To learn about ways to manage risk in a range of situations where peer pressure may come into play.
HEALTH EDUCATION		RELATIONSHIPS EDUCATION			HEALTH EDUCATION
7 BRITISH VALUES Democracy and School Council Elections	8 MENTAL WELLBEING	9 RESPECTFUL RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS	11 RESPECTFUL RELATIONSHIPS	12 INTERNET SAFETY & HARMS
To understand what democracy is. To understand how a parliamentary debate takes place in the House of Commons. To understand how to cast a considered vote for your school council representative.	To learn how to talk about mental health and wellbeing To know who can help us and how to ask for help To know the difference between a big and a small feeling To learn how to be a good listener	To explore ways in which human beings are similar and different including gender, culture, life choices. To understand the importance of respecting others, even when they are very different from themselves.	Anti-bullying Week (Usually November) To create a class Bully Blocker Pledge for everyone to sign and uphold. (This unit will move depending on when Anti Bullying week is in the Autumn term)	To understand what trust means when online.	To know what to do if they have any concerns about something they experience online.

YEAR 6 SPRING TERM:

		RELATIONSHIPS EDUCATION		HEALTH EDUCATION	
1	2	3 RESPECTFUL RELATIONSHIPS	4 RESPECTFUL RELATIONSHIPS	5 MENTAL WELLBEING	6 MENTAL WELLBEING
To know there are a range of salaries for different jobs.	To understand 'value for money'.	To understand stereotypes associated with homelessness	To understand hidden homelessness	To learn about mental health; what it means and how we can take care of it	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times
RELATIONSHIPS/HEALTH EDUCATION		RELATIONSHIPS EDUCATION			
7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS	7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS	9 BEING SAFE	10 BEING SAFE	11 RESPECTFUL RELATIONSHIP	12 RESPECTFUL RELATIONSHIP
Identify different tactics someone might use to manipulate another person online.	Explain what to do if someone tries to pressure or manipulate them	To begin to identify risks and risky behaviour	To begin to identify risks and risky behaviour	To challenge gender stereotypes	To challenge gender stereotypes

YEAR 6 SUMMER TERM:

RELATIONSHIPS EDUCATION	HEALTH EDUCATION	RELATIONSHIPS EDUCATION		SEX EDUCATION Parents may request that their children are removed for part or all of these lessons	
1 RESPECTFUL RELATIONSHIPS	2 CHANGING ADOLESCENT BODY	3 CHANGING ADOLESCENT BODY / RESPECTFUL RELATIONSHIPS	4 RESPECTFUL RELATIONSHIPS/BEING SAFE	5 SEX EDUCATION	6 SEX EDUCATION
<p>To identify the qualities of a good friend.</p> <p>To know how to be a good friend to others and how to manage any conflict that may arise.</p>	<p>To remind pupils about the physical, emotional and social changes that take place during puberty.</p> <p>To know how and why emotions and relationships change during puberty.</p> <p>To dispel any myths about puberty.</p> <p>To explore some of the concerns people might have during puberty.</p>	<p>To understand the concept of appearance ideals (eg: the ways in which men and women are portrayed in the media – men strong and muscular/ women thin and fashionable)</p> <p>To understand the rights we have over our own bodies.</p> <p>To feel comfortable with and confident in our own appearance and to develop a positive body image</p>	<p>To know what constitutes a positive healthy relationship.</p> <p>To understand the difference between healthy and unhealthy relationships.</p> <p>To know that relationships change over time.</p> <p>To explore the concept of love.</p> <p>To know that marriage is a legal union between two people in a loving relationship.</p>	<p>To explore reasons why people have babies and describe decisions adults need to make before having a baby.</p> <p>To know how a baby is made (sexual intercourse).</p> <p>To know what pregnancy means.</p>	<p>To know how a baby grows throughout pregnancy.</p> <p>To know about the roles and responsibilities of a parent.</p>
RELATIONSHIPS EDUCATION	HEALTH EDUCATION				
7 RESPECTFUL RELATIONSHIPS/ ONLINE	8 MENTAL WELLBEING/ TRANSITION	9 MENTAL WELLBEING/ TRANSITION	10 MENTAL WELLBEING	11 MENTAL WELLBEING/ INTERNET SAFETY & HARMS	12 MENTAL WELLBEING/ INTERNET SAFETY & HARMS
<p>To explore ways to communicate in a relationship and know when it is appropriate to share personal information.</p> <p>To know some of the risks of meeting people online.</p>	<p>Identify the differences between primary and secondary school.</p> <p>Describe how it might feel to move to secondary school explain different ways of managing change.</p>	<p>Identify the differences between primary and secondary school.</p> <p>Describe how it might feel to move to secondary school explain different ways of managing change.</p>	<p>To understand how to develop positive self-talk.</p> <p>To understand the importance of discussing feelings with and adult and knowing where to get support for anything that is troubling them.</p>	<p>To learn how to manage screen time and maintain a healthy balance between the use of technology and other interests and hobbies.</p>	<p>To better understand the positive and negative impact of social media and how to be able to engage with it in a positive way.</p>
<p>NSPCC Workshops and Growing Against Violence Workshops: Provide further coverage of Keeping Safe objectives of Primary Relationship Education</p>					
<p>'INTERNET SAFETY AND HARMS' objectives from the Relationships Education Programme of Study are also covered in an ongoing way through assemblies, Internet Safety Week, Anti Bullying Week, Computing lessons and any time IT is used in class for cross curricular study.</p>					