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| Happiness Responsibility Friendship Respect Courage | | | | | | | |
| RHE | | | | | | | |
| Family and Relationships | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Families:**  **Knowledge:**  I know who is in my immediate family  **Skills:**  I can name people in my family | **Lesson 1**  *What is family?*  **Knowledge:**  I know families can include different people who look after us  I know some information about me and my family is personal  **Skills:**  I can use the correct names for relations | **Lesson 2**  *Families are all different*  *BV – Mutual Respect*  **Knowledge:**  I know there are a range of families I may encounter now and in the future.  I know families can be made up of different people  I know I should respect all types of families  **Skills:**  I can identify different types of families | **Lesson 1**  *Healthy families*  *BV – Mutual Respect*  **Knowledge:**  I know that families love and support each other but sometimes problems can occur  I know there is help available for families if it is needed  **Skills:**  I can explain ways in which families support each other  I can name people who can help if I am worried about anything in my family |  | **Lesson 3**  *Marriage*  *BV – Rule of Law, Mutual Respect, Individual liberty, Tolerance of those with different faiths and beliefs*  **Knowledge:**  I know marriage is a legal commitment  I know that marriage is an individual choice  **Skills:**  I can give reasons to why people might decide to get married  **Lesson 5**  *Family life*  **Knowledge:**  I know that sometimes families can make children feel unhappy or unsafe  I know who can help me or my friends if something is making them feel unhappy or unsafe  **Skills:**  I can explain why keeping secrets is not a good thing to do |  |
| **Friends:**  **Knowledge:**  I know how my friends are the same and different from me  I know how I can be a good friend  **Skills**  I can say some differences between me and my friend  I can show how to be a nice friend  **Working with others:**  **Knowledge:**  I know how to resolve conflict and find a compromise  **Skills:**  I can work and play cooperatively  and take turns with others.  I can form positive attachments  to adults and friendships  with peers. | **Lesson 2**  *What are friendships?*  **Knowledge:**  I know some characteristics that make a good friend  I know the importance of having positive friendships  **Skills:**  I can name some things that I like about my friends  **Lesson 5**  *Friendship problems*  *BV – Mutual Respect*  *Individual Liberty*  **Knowledge:**  I know that friendships can have problems but we can overcome them.  I know that sometimes I might need an adult to help solve the problem.  **Skills:**  I can explain ways I can overcome problems with my friends.  **Lesson 6**  *Healthy Friendships*  *BV – Mutual Respect*  *Individual Liberty*  **Knowledge:**  I know that being friendly to others makes them feel welcome and included.  **Skills:**  I can explain what friendly behaviour is.  I can explain how being unfriendly can affect other people. | **Lesson 4**  *Unhappy friendships*  **Knowledge:**  I know that friendships are not always positive  I know people in school who can help me with a friendship problem  **Skills:**  I can explain what I can do if a friendship is making me feel unhappy  **Lesson 5**  *Introduction to manners and courtesy*  *BV – Mutual Respect*  **Knowledge:**  I know the conventions of courtesy and manners.  I know that manners are important wherever I am.  **Skills:**  I can explain where I might need to show extremely good manners. | **Use Expect Respect lesson**  *Resolving conflict and where to get help*  *BV – Mutual Respect*  **Knowledge:**  I know that friendships have ups and downs and that problems can be resolved  I know that violence is never the right way to solve a problem  I know that experiencing problems within a friendship is normal  **Skills:**  I can explain some steps I can take to resolve problems with my friends  **Lesson 3**  *Friendship: conflict vs bullying*  *BV – Mutual Respect*  **Knowledge:**  I know what bullying is  I am beginning to know the impact of bullying  I know what help is available in my school if someone is being bullied  **Skills:**  I can explain some of the possible effects of bullying  **Lesson 5**  *Learning who to trust*  **Knowledge:**  I know what trust is  I know why trust in an important part of positive relationships  **Skills:**  I can name people I trust and explain why  I can explain what I can do if I don’t trust someone or they break my trust  **Lesson 6**  *Respecting differences in others*  *BV – mutual respect, tolerance of those with different faiths/beliefs*  **Knowledge:**  I know it is important to respect differences between people  I know how I should treat people who are different to me  **Skills:**  I can identify similarities and differences between people | **Lesson 1**  *Respect and manners*  **Knowledge:**  I know how to use courtesy and manners in a range of situations  I know that expectations for manners change in different situations.  **Skills:**  I can identify some roles in society that are positions of authority.  I can explain what manners might be appropriate in a given situation.  **Lesson 2**  *Healthy friendships*  *BV – mutual respect, individual liberty*  **Knowledge:**  I know physical boundaries are different for different people  I know I have the right to decide what happens to my body  **Skills:**  I can explain some boundaries in friendships  I can explain what consent is  **Lesson 4**  *Bullying*  **Knowledge:**  I know the impact bullying can have on individuals  I know the role bystanders can play in stopping bullying  I know the reasons some children may bully others  **Skills**  I can name things I can do if I observe bullying taking place | **Lesson 2**  *Friendship skills*  **Knowledge**  I know that friendships have ups and downs  I know that friendships can sometimes be strengthened after an issue has occurred  **Skills:**  I can provide solutions to friendship problems  **Lesson 4**  *Respecting myself*  *BV – individual liberty*  **Knowledge:**  I know that having respect for myself will help me make good choices  **Skills**  I can identify positive attributes in my peers  I can identify positive attributes that make me who I am  **Lesson 6**  *Bullying*  *BV – mutual respect*  **Knowledge:**  I know what might lead to someone bullying others  I know who I can talk to if I am worried about bullying  **Skills:**  I can explain how someone who is being bullied might feel | **Lesson 1**  *Respect*  **Knowledge:**  I know what respects means and why it is important  I know that everyone deserves a basic level of respect  **Skills**  I can explain how I can earn respect from my peers and from adults  I can explain when respect might be lost  **Lesson 2**  *Respectful relationships*  *BV – Mutual Respect*  **Knowledge:**  I know respect is two-way and how we treat others is how we can be expected to be treated  I know respect is an important part of relationships  I know I should treat people how I wish to be treated  **Skills:**  I can explain how I want to be respected  **Lesson 5**  *Resolving conflict*  **Knowledge:**  I know how to resolve disputes and conflict through negation and compromise  **Skills:**  I can describe situations where conflict may arise  I can name different strategies to manage conflict  I can describe what conflict, negotiate and compromise mean |
| ‘ |  | **Lesson 6**  *Change and loss*  **Knowledge:**  I am beginning to know how change and loss can affect people  I know how memories can make us feel  I know that remembering pets of people who have died or no longer live with us can be helpful  **Skills:**  I can explain how objects can help us to remember people or events. |  | **Lesson 8**  *Change and loss*  **Knowledge:**  I know what a bereavement is  I know where to go for help if I or someone I know needs it following a bereavement  **Skills:**  I can explain some things that might help someone who has experienced a bereavement |  | **Lesson 6**  *Change and loss*  **Knowledge:**  I know that loss and change can cause a range of emotions  I know that grief is different for different people and in different situations  **Skills:**  I can explain what grief means  I can identify who I can talk to if I’m worried about anything relating to grief |
|  | **Lesson 7**  *Gender stereotypes*  *BV – Mutual Respect*  **Knowledge**  I am beginning to know what is meant by a stereotype  I know that stereotypes about boys and girls exists  **Skills**  I can explain why often stereotypes are incorrect | **Using Expect Respect lesson**  *Gender, careers and assumptions*  *BV – Mutual Respect*  **Knowledge:**  I know that assumptions are sometimes made about whether a job is more suited to a male of female  I know how stereotyping might affect a job/career choice  **Skills:**  I can explain what a gender stereotype is  I can begin to challenge a gender stereotype using examples | **Lesson 7**  *Stereotyping: gender*  *BV – Mutual Respect*  **Knowledge:**  I know that stereotypes are present in everyday life  I know why stereotypes are negative  **Skills:**  I can explain why stereotypes are unfair  I can explain how these stereotypes can be challenged | **Lesson 6**  *Stereotypes: disability*  *BV – Mutual Respect*  **Knowledge:**  I know that stereotypes can affect how I see people  **Skills:**  I can explain the negative impact of stereotypes  I can talk about people who do not conform to stereotypes | **Lesson 8**  *stereotypes: Race and religion*  *BV – mutual respect, Rule of Law, Tolerance of those with different faiths/beliefs*  **Knowledge:**  I know that stereotypes around race and religion can be harmful  **Skills:**  I can explain how stereotypes can affect the way people are treated and can lead to discrimination  I can explain how we make assumptions about people based on how they look | **Using Expect Respect Lesson**  *Court room game*  **Knowledge:**  I know the impact that gender stereotyping can have  I know I can challenge stereotypes  **Skills:**  I can listen to and respect other people’s opinions  I can explain how people my age can make changes happen |
| Expect Respect | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| *Looking at and challenging gender expectations using toys*  **Knowledge:**  I know some toys are seen as boys’ or girls’ toys but anyone can choose to play with what they like  **Skills:**  I can say what I like to play with at home and school | *Friends, secrets and people who can help us*  **Knowledge:**  I know how my behaviour can affect others  I know where or who I can go to, to get help.  **Skills:**  I can say what is a good secret and what is a bad secret  I can distinguish between friendly and unfriendly behaviour | *Gender, careers and assumptions*  **Knowledge:**  I know that assumptions are sometimes made about whether a job is more suited to a male of female  I know how stereotyping might affect a job/career choice  **Skills:**  I can explain what a gender stereotype is  I can begin to challenge a gender stereotype using examples | *Resolving conflict and where to get help*  **Knowledge:**  I know that friendships have ups and downs and that problems can be resolved  I know that violence is never the right way to solve a problem  I know that experiencing problems within a friendship is normal  **Skills:**  I can explain some steps I can take to resolve problems with my friends | *Examining violence, Excuses and responsibilities*  **Knowledge:**  I know violence is illegal  I know we must all take responsibility for our own actions  **Skills:**  I can say how my behaviour affects others  I can name some ways to avoid violent reactions | *Secrets and stories*  **Knowledge:**  I know some secrets are unsafe and I know who I can talk to about these  I know I may need to tell a secret to keep someone else safe  **Skills:**  I can discuss my feelings about secrets and friendships in a class group | *Court room game*  **Knowledge:**  I know the impact that gender stereotyping can have  I know I can challenge stereotypes  **Skills:**  I can listen to and respect other people’s opinions  I can explain how people my age can make changes happen |
| Safety and the changing body | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Road safety:**  **Knowledge:**  I know simple road safety – stop, look, and listen,  crossing points  . | **Lesson 1**  *Adults in school*  **Knowledge:**  I know how to respond to adults in a safe and familiar context.  I know who I can talk to if I am worried about anything an adult says or does  **Skills:**  I can identify the DSLs in school  I can explain our school’s lanyard system  **Lesson 2**  *Adults outside school*  **Knowledge:**  I know how to respond to adults in a range of situations.  I can explain how I should speak to adults.  I can say who I should speak to if I am worried about anything an adult says or does.  **Lesson 4**  *Making an emergency phone call*  **Knowledge:**  I know what an emergency is  I know the number to call in an emergency  I know my address and postcode  **Lesson 6**  *Safety with substances*  **Knowledge:**  I know what I can safely put into my body  I know what I can safely put onto my body  **Skills:**  I can explain why I should never put some things into my body | **Lesson 8**  *Staying safe with medicine*  **Knowledge:**  I know I should only take medicines if a grown up whom I trust says it is OK  **Skills:**  I can explain how I feel if I’m unwell  I can explain things that make me feel better | **Lesson 1**  *First Aid: Emergencies and calling for help*  **Knowledge:**  I know it is most important to ensure the safety of myself and others in the event of an emergency.  I know the information I need to give to emergency services if they are called to an incident.  **Skills:**  I can assist in an emergency by correctly calling for help.  **Lesson 8**  *Keeping safe out and about*  **Knowledge:**  I know the basic rules for keeping safe on or near roads.  **Skills:**  I can explain rules for keeping safe.  **NSPCC PANTs**  *Aged 7-9*  *Building Confidence*  **Knowledge:**  I know the PANTs rule  I know my body belongs to me  I know no means no and know different ways to express this  **Skills:**  I can give examples of appropriate and inappropriate touch  I can name people who I can trust and talk to if I have worries |  | **Lesson 6**  *First Aid: Bleeding*  **Knowledge:**  I know that it is important to ensure the safety of myself and others.  I know how to comfort and reassure a casualty who is bleeding.  **Skills:**  I can assess a casualty’s condition calmly.  I can explain how to seek medical help if required.  **NSPCC PANTs**  *Aged 9-11*  *How can the PANTs rule help us?*  **Knowledge:**  I know the importance of treating others respectfully and how the PANTs rule can help me  I know that other people’s bodies belong to them and can respect this  **Skills:**  I can challenge language and behaviour that I think un unacceptable  I can identify when it is right to break a confidence or share a secret  I can explain how to get help for myself or a friend | **Lesson 8**  *First aid: Basic Life Support*  **Knowledge:**  I know how to seek medical help  **Skills:**  I can explain how to conduct a primary survey.  I can place a casualty who is unresponsive and breathing normally into the recovery position. |
|  | **Lesson 5**  *Appropriate contact*  *NSPCC PANTs lesson 1 (aged 5-7)*  **Knowledge:**  I know the difference between acceptable and unacceptable physical contact  I know that some types of physical contact are never appropriate | **Lesson 3**  *Secrets and surprises*  **Knowledge:**  I know the difference between secrets and surprises  **Skills:**  I can explain what a secret is  I can explain what a surprise is  **Lesson 4**  *Appropriate contact: My private parts*  **Knowledge:**  I know what ‘private’ means  **Skills:**  I can name parts of the body  I can name the private parts of my body correctly  **Lesson 5**  *NSPCC PANTs lesson 2(Aged 5-7)*  **Knowledge:**  I know the PANTS rule  I know safe and unsafe touch  **Skills:**  I can name someone I can talk to if I am worried about something | **Lesson 7**  *Influences*  *BV individual liberty*  **Knowledge:**  I know that there are people who will influence what I choose.  **Skills:**  I can explain how someone’s influence might not be good for me. | **Lesson 4**  *Privacy and secrecy*  **Knowledge:**  I know who I can talk to if I am worried or uncomfortable about something an adult does  I know the difference between private and public.  **Skills:**  I can explain the difference between a secret and a surprise.  **Lesson 7**  *Introducing puberty*  **Knowledge:**  I know that my body will change as I become an adult.  I know that different changes happen to males and females.  **Skills:**  I can identify some physical differences between child and adult bodies.  I can explain ways to look after my personal hygiene.  **Lesson 8**  *Tobacco*  **Knowledge:**  I know the possible risks of smoking tobacco.  I know the benefits of being a non-smoker.  I know what the law states about buying tobacco. | **Lesson 3**  *Puberty*  **Knowledge:**  I know how the body changes as a child becomes an adult.  **Skills:**  I can accurately label sexual external parts of the body.  I can accurately label internal reproductive organs.  **Lesson 4**  *Menstruation*  **Knowledge:**  I know the process of the menstrual cycle.  I know who I can go to for help if I need to.  **Skills:,’**  I can explain some changes I will go through during puberty.  **Lesson 5**  *Emotional changes in puberty*  **Knowledge:**  I know that puberty changes my feelings as well as my body  I know everybody is different and differences are normal  I know who I can talk to if I’m worried about anything  **Lesson 7**  *Alcohol, drugs and tobacco: making decisions*  **Knowledge:**  I know that other people might try to influence my decisions and choices  I know some strategies I can use to overcome pressure from others  **Skills:**  I can explain some things I can make my own decisions about | **Lesson 4**  *Physical and emotional changes in puberty*  **Knowledge:**  I know changes that happen during puberty, for girls and boys.  **Skills:**  I can name parts of the body  I can use my knowledge to answer other people’s problems  **Lesson 5**  *Conception*  ***\*PARENT’S CAN WITHDRAW***  **Knowledge:**  I know the menstrual cycle.  I know how a baby is conceived.  **Lesson 6**  *Pregnancy and birth*  ***\*PARENT’S CAN WITHDRAW***  **Knowledge:**  I know how a baby develops in the womb during pregnancy.  **Skills:**  I can identify some of the things a baby needs.  Alcohol, Drugs and Tobacco – covered in Science and by the STAR programme. |
| Health and wellbeing | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Feelings and emotions:**  **Knowledge**  I know some different emotions  I know some actions and words hurt others feelings  **Skills**:  I can talk about how I am feeling  I can control my emotions using a range of techniques  **Celebrating me:**  **Skills:**  I can set my own targets and reflects on progress throughout.  I can see myself as a valuable individual and recognise my strengths. | **Lesson 1**  *Understanding my emotions*  **Knowledge:**  I know simple strategies to help me deal with my emotions  **Skills:**  I can describe how I feel  I can recognise what might cause these feelings  I can identify different ways of responding to emotions | **Lesson 1**  *Experiencing different feelings*  **Knowledge:**  I know a range of feelings  I know we often feel more than one emotion at a time  I know not everyone feels the same  **Skills:**  I can use colours to describe feelings  I can imagine how I would feel in a particular situation  **Lesson 5**  *Resilience: developing a growth mindset*  **Knowledge:**  I know that everybody fails sometimes  I know that failing isn’t the end of a process  I know what a growth mindset is  **Skills:**  I can describe how I feel when I find something difficult | **Lesson 3**  *Wonderful me*  **Knowledge:**  I know the different aspects of my identity.  I know I am part of different groups and communities  I know my identity is linked to the groups I am a member of  I know that I can help other people  **Skills:**  I can say what I am good at  I can say how I can use my strengths to help others  **Lesson 5**  *Resilience: breaking down barriers*  **Knowledge:**  I know I can break down barriers into small, achievable steps  **Skills:**  I can identify a problem or barrier  I can break down a problem into smaller goals  I can create a plan to overcome a barrier or issue | **Lesson 3**  *Celebrating mistakes*  **Knowledge:**  I know why mistakes are important  **Skills:**  I can describe how it feels to fail  I can learn from mistakes or failures  **Lesson 5**  *My happiness*  **Knowledge:**  I know that all emotions are important  I know I can control some things and not others  **Skills:**  I can take action to affect my own happiness  **Lesson 6**  *Emotions*  **Knowledge:**  I know a range of emotions  I know it is normal to experience a range of emotions  **Skills:**  I can identify a range of emotions  I can explain some emotions people may feel in different situations  **Lesson 7**  *Mental Health*  **Knowledge:**  I know we all have mental health as well as physical health  I know sometimes people need help with their mental health  I know who I can talk to if I am worried about mine or someone else’s mental health |  | **Lesson 5**  *Resilience Toolbox*  **Knowledge:**  I know what resilience is  **Skills:**  I can describe a range of resilience strategies  I can describe why resilience is important |
| **Health and wellbeing**:  **Knowledge:**  I know that regular exercise, healthy eating and  sensible amounts of screen time, support my overall health and wellbeing.  I know the importance of good dental hygiene.  **Skills:**  I can wash my hands independently  I can name healthy and unhealthy foods | **Lesson 3**  *Ready for bed*  **Knowledge:**  I know the benefits of physical activity and rest  I know I can affect the quality of sleep that I can get  I know the importance of sleep  **Skills:**  I can think of ways to get ready for sleep  **Lesson 5**  *Hand washing and personal hygiene*  **Knowledge:**  I know how germs are spread and how we can stop them spreading  I know why I need to wash my hands  **Skills:**  I can explain how to wash my hands properly  **Lesson 6**  *Sun safety*  **Knowledge:**  I know the risks associated with the sun  I know the sun can be good for me  **Skills:**  I can explain the things I need to do to keep myself safe in the sun  **Lesson 7**  *Allergies*  **Knowledge:**  I know that people can be allergic to things in food or things around them  **Skills:**  I can explain what to do if I have an allergic reaction or one if my friends does |  |  |  | **Lesson 2**  *The importance of sleep*  **Knowledge:**  I know I can take responsibility for my own sleep  I know what affects sleep  **Skills:**  I can describe why sleep in beneficial  **Lesson 7**  *Sun Safety*  **Knowledge:**  I know the risks of exposure to the sun  I know as I get older I need to take responsibility for my safety in the sun  **Skills:**  I can explain the things I need to do to keep myself safe in the sun | **Lesson 3 (**Covered in Science & Spanish)  *Taking responsibility for my health*  **Knowledge:**  I know the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity  **Skills:**  I can take responsibility for my mental and physical health  **Lesson 4 (**Covered in Science & Spanish)  *The impact of technology on health*  **Knowledge:**  I know the potent ial impact of technology on physical and mental health.  **Skills:**  I can understand that technology can have an impact on my health both physical and mental.  I can explain the pressures the use of technology can bring.  I can understand that developers design technology to make it as engaging as possible.  I can explain strategies to reduce the negative impact of technology on health.  **Lesson 6**  *Immunisation*  **Knowledge:**  I understand ways that I can prevent myself being ill  **Skills:**  I can explain some benefits of immunisation  I can explain how vaccination works  **Lesson 8**  *Physical health concerns*  **Knowledge:**  I understand that changes in my body could be due to illness  **Skills:**  I can identify who I can talk to if I am worried about anything  I can explain some things I can do for myself if I am ill |
| Identity | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  |  | **Lesson 2**  *Identity and body image*  **Knowledge:**  I know that images can be manipulated and are not realistic  **Skills:**  I can explain why seeing these images all the time might be harmful  I can explain what I can do about these images |