

Morecambe Bay CP School Health and Relationships Education (HRE)

‘Learning for Life’

Autumn 1 Our Families	Spring 1 Online Safety	Summer 1 My Healthy Mind
Autumn 2 Our Friendships	Spring 2 My Healthy Body	Summer 2 My Amazing Body

Morecambe Bay CP School – Health and Relationships Education (HRE)

	Autumn 1 – Our Families Families and People who care for me Children will learn:	Theme	Links to SCARF scheme of work
EYFS	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 	What is a family? Who is in my family? How are families different?	N – Me and My Relationships > Marvellous Me/I’m Special N – Valuing Difference > Friends and family N- Rights and Responsibilities > Looking after others R – Me and My Relationships > Me and my special people/Who can help me? R - Valuing Difference > Same and different families/Same and different homes R – Rights and Responsibilities > Looking after my special people/Being helpful at home
KS1	<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 	Our School family. Caring for our special people.	Y1 – Relationships > Who are our special people? Y1 – Living in the Wider World > Why we have classroom rules/Taking care of something/Our special people. Y2 – Relationships – My special people/An act of kindness/What makes us who we are/Our ideal classroom (1)/Our ideal classroom (2)/When someone is feeling left out/Getting on with others.

LKS2	<ul style="list-style-type: none"> • That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children’s security as they grow up. 	Valuing similarities and differences in families.	<p>Y3 – Relationships > Looking after our special people/Relationship tree/Family and friends</p> <p>Y3 – Living in the Wider World > As a rule/Our friends and neighbours/Thanks</p> <p>Y4 – Relationships > Together/What would I do?/What makes me ME!</p> <p>Y4 – Living In the Wider World > How do we make a difference?/The people we share our world with/Volunteering is cool/My school community</p>
UKS2	<ul style="list-style-type: none"> • That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	Family life in the UK and the wider world.	<p>Y5 – Healthy Lifestyles > Independence</p> <p>Y5 - Valuing Differences > The land of the Red People</p> <p>Y5 – Living in the Wider World > Rights, responsibilities and duties/My school community/Mo makes a difference.</p> <p>Y6 – Healthy Relationships > Don’t force me</p> <p>Y6 – Living in the Wider World > Tolerance and respect/Democracy in Britain 1/Democracy in Britain 2/Community art/Action stations/Happy Shoppers</p>

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	Autumn 2 – Our Friendships Caring Friendships and Respectful Relationships Children will learn:	Theme	Links to SCARF scheme of work
EYFS	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	What is a friend? Who are my friends? Why am I special?	N – Valuing Difference > Me and My Friends/Including everyone R – Me and My Relationships > All about me/What makes me special R - Valuing Difference > I’m special, you’re special/Same and different/Kind and caring (1)/Kind and caring (2) Right and Responsibilities > Looking after my friends
KS1	<ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • Learn about types of bullying (including cyber 	Being a good friend/ Say no to Bullying	Y1 – Relationships > Unkind, tease or bully?/Who can help?/How are you listening?/Pass on the praise. Y1 – Valuing Differences > It’s not fair!/Good friends/Same or different Y2 – Healthy Relationships > Solve the problem/I don’t like that!/Bullying or teasing/Don’t do that/Types of bullying/ Y2 – Feeling and Emotions > Being a good friend

	bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		
LKS2	<ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right. • The importance of self-respect and how this links to their own happiness. • That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Learn about types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	Respectful friends	<p>Y3 – Relationships > Body space/How can we solve this problem?/Friends are special/Zeb/Respect and challenge/Let’s celebrate our differences.</p> <p>Y4 – Healthy Relationships > Ok or not ok (part 1)/Ok or not ok (part 2)/Islands/Human machines/Can you sort it?/Friend or acquaintance?/Safety in numbers</p>
UKS2	<ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to 	Working on friendships	<p>Y5 – Healthy Lifestyles > Spot bullying</p> <p>Y5 – Healthy Relationships > It could happen to anyone/Taking notice of our feelings/Give and</p>

	<p>manage these situations and how to seek advice from others, if needed.</p> <ul style="list-style-type: none">• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• The importance of permission seeking and giving in relationships with friends, peers and adults.• Learn about types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		<p>take/Relationship cake recipe/Stop, start, stereotypes/How good a friend are you? Y6 – Relationships > Solve the friendship problem/Working together/Let's negotiate/Dan's Day/Advertising friendships/Respecting differences.</p>
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	<p>Spring 1 – Online Safety Online Relationships, Internet Safety and Harms Safe Internet Day Children will learn:</p>	<p>Links to SCARF scheme of work</p>
EYFS		<p>R – Keeping Myself Safe > Keeping safe online/People who help to keep me safe</p>
KS1	<ul style="list-style-type: none"> • Discuss that people sometimes behave differently online, including by pretending to be someone they are not. • Discuss that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • Discuss the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • Discuss about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices • Discuss how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 	<p>Y1 – Keeping Safe > Harold loses Geoffrey/Who can I help/Harold’s school rules Y2 – Keeping Safe > How safe would you feel?/What should Harold say?</p>
LKS2	<ul style="list-style-type: none"> • Discuss how information and data is shared and used 	<p>Y3 – Keeping Safe> The Risk Robot/Safe or</p>

	<p>online Understand that for most people the internet is an integral part of life and has many benefits.</p> <ul style="list-style-type: none"> • Explain about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • Discuss how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Explain that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • To identify a range of ways to report concerns. 	<p>unsafe?/Helping each other to stay safe/Getting on with your nerves!</p> <p>Y3 – Relationships > Danger or risk?</p> <p>Y3 – Living in the Wider World > Super searcher</p> <p>Y4 – Health and Wellbeing > Picture Wise</p> <p>Y4 - Living in the Wider World> In the news!/That is such a stereotype!</p>
UKS2	<ul style="list-style-type: none"> • Explain why social media, some computer games and online gaming, for example, are age restricted. • Explain how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Explain where and how to report concerns and get support with issues online. 	<p>Y5 – Healthy Lifestyles > Communication/Would you risk it?/Being assertive/Decision dilemmas/Play, like, share</p> <p>Y5 - Relationships > Is it true?</p> <p>Y5 – Living in the Wider World > Fact or opinion?</p> <p>Y6 – Health and Wellbeing – Keeping Safe > It's a puzzle/Thinking (1)/What's the risk (2)/To share or not to share/Pressure online</p>

	<p>Life Bus (2 weeks in January) 1 week of Life Bus provision followed by follow up lessons the next week. (See Life Education overview for objectives)</p>
Nursery	Taking Care of Myself
Reception	All About Me
Year 1	My Wonderful Body
Year 2	Feelings
Year 3	Meet the Brain
Year 4	It's Great to be Me!
Year 5	Friends
Year 6	<p>Decisions</p> <ul style="list-style-type: none"> - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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	Spring 2 – My Healthy Body Physical Health and Fitness, Healthy Eating and Basic First Aid Fun, Food and Fitness Week (whole school) Children will learn:	Theme	Links to SCARF scheme of work
EYFS	<ul style="list-style-type: none"> • What constitutes a healthy diet. • The importance of exercise – What is exercise? • About the importance of sleep. 	What does it mean to be healthy?	N&R – Being My Best > Healthy eating (1)/Healthy eating (2)/Move your body/A good night’s sleep
KS1	<ul style="list-style-type: none"> • What constitutes a healthy diet. • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily mile or other forms of regular, vigorous exercise. • How to call 999 in an emergency. 	Eating a rainbow Keeping myself safe.	Y1 – Healthy Lifestyles > Eat well/I can eat a rainbow/Healthy me. Y2 – KIDSAFE
LKS2	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily mile or 	Making healthy choices for my body	Y3 - Health and Wellbeing >Derek cooks dinner!/Body team work/ Alcohol and cigarettes: the facts/Help or harm?/None of your business/Raisin challenge. Y4 – Healthy Lifestyles >Making choices/SCARF Hotel Y4 – Keeping Safe >Who helps us to stay healthy and safe?/Keeping ourselves safe/Know

	<p>other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • The risks associated with an inactive lifestyle (including obesity). • The risks associated with the use of alcohol and cigarettes. 		the norms/Medicines: check the label/Raisin challenge (2)
UKS2	<ul style="list-style-type: none"> • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily mile or other forms of regular, vigorous exercise. • How and when to seek support including which adults to speak to in school if they are worried about their health. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries • How to make a clear and efficient call to emergency services if necessary. • The risks associated with the use of alcohol and drugs. • The principles of planning and preparing a range of healthy meals. 	Making the right decision	<p>Y5 – Healthy Lifestyles > Smoking: What is normal?/Getting fit/It all adds up!/'Thinking' about habits/Drugs: True or false?</p> <p>Y5 – Living in the Wider World > What's the story?</p> <p>Y6 – Healthy Lifestyles > Five ways to Wellbeing project/What is HIV?</p> <p>Y6 – Keeping Safe > What sort of drug?/Drugs: it's the law!/Alcohol: what is normal?/Joe's story (part 1)</p>

NB – First Aid lessons timetabled in assembly time to be delivered by class teachers – See SCARF lesson in Living in the Wider World – Rules, Rights and Responsibilities (1 lesson per year group).

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	Summer 1 – My Healthy Mind Mental Wellbeing Mental Health week	Theme	Links to SCARF scheme of work
EYFS	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal scale of emotions (e.g. happiness, sadness, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	My feelings	N – Keeping Myself Safe > Safety indoors and outdoors N – Being my best > I can keep trying/I can do it! R – Me and My Relationships > My feelings (1)/My feelings (2) R – Keeping Myself Safe > Listening to my feelings R – Being my Best > Bouncing back when things go wrong/Yes, I can!
KS1	<ul style="list-style-type: none"> • Simple self-care techniques. Including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • How to recognise and talk about their emotions, including having own varied vocabulary of words to use when talking about their own and others’ feelings. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek help. 	How do you feel?	Y1 – Healthy Lifestyles > Our feelings Y1 – Healthy Relationships > Thinking about feelings/Harold has a bad day/Feelings and bodies Y2 – Healthy Relationships > A helping hand Y2 – Relationships > How are you feeling today?/ How so we make others feel?/Let’s all be happy!/When I feel like erupting
LKS2	<ul style="list-style-type: none"> • The benefits of physical exercise, time outdoors, community participation, voluntary 	Caring for others and	Y3 – Living in the Wider World > Let’s have a tidy up/My community/Our helpful

	<p>and service-based activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p>helping in our community.</p>	<p>volunteers/Harold's environment project.</p> <p>Y4 – Keeping safe > When feelings change/Under pressure</p> <p>Y4 – Feelings and emotions > Different feelings/Secret or surprise?/How dare you!</p>
UKS2	<ul style="list-style-type: none"> • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough • Where to and how to seek support (including recognising triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) 	<p>My healthy mind</p>	<p>Y5 – Keeping Safe > Our emotional needs</p> <p>Y5 – Feelings and emotions > Ella's diary dilemma</p> <p>Y5 – Valuing Difference > Kind conversations/Happy being me.</p> <p>Y6 – Healthy Lifestyles > I look great!</p> <p>Y6 – Keeping Safe > Rat Park/Joe's story</p> <p>Y6 – Healthy Relationships > Behave yourself/Assertiveness skills</p>

Morecambe Bay CP School – Health and Relationships Education (HRE)

	Summer 2 – My Amazing Body Health and Prevention and Changing Adolescent Body Children will learn:	Theme	Links to SCARF scheme of work
EYFS	<ul style="list-style-type: none"> • About personal hygiene and germs, how they are spread and the importance of handwashing and keeping ourselves clean. • About dental health and how to look after our teeth. 	Keeping myself clean and looking after my body. Growing from baby to adult.	N – Keeping My Body safe > What’s safe to go into my body? N - Right and Responsibilities> Looking after myself N - Being My Best > What does my body need? R – Keeping my Body Safe > What’s safe to go into my body/Keeping Myself Safe R – Growing & Changing > Life stages – plants, animals and humans/ Life stages: Human life stage – who will I be?/ Getting bigger/Me and my body – boys and girls.
KS1	<ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, how they are spread and treated, and the importance of handwashing. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About the importance of sufficient good quality sleep for good health. • The names for the main parts of the body 	Dental hygiene. Body parts.	Y1 – Health and Wellbeing > Harold’s wash and brush up/Catch it, bin it, kill it!/Super sleep. Y1 – Growing and Changing > Harold learns to ride his bike/Then and now/Inside my wonderful body//Taking care of a baby Y1 – Keeping Safe > What could Harold do? Y2 – Healthy Lifestyles > My day/Harold’s bathroom/My body needs/What does my body do? Y2 – Growing and Changing > You can do it!/Sam moves away/Haven’t you grown!/My body, your body. Y2 – Keeping Safe > Harold’s picnic

	(including external genitalia); the similarities and differences between boys and girls.		
LKS2	<ul style="list-style-type: none"> • How to recognise the early signs of physical illness, such as weight loss, or unexplained changes to the body. • The facts and science relating to allergies, immunisations and vaccination. • About the safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • Key facts about puberty (see Sex Education below). 	My changing body and feelings.	<p>Y3 – Health and Wellbeing > Poorly Harold</p> <p>Y3 – Growing and Changing > My special pet/Top talents/I am fantastic!/My changing body</p> <p>Y4 – Growing and changing > An email from Harold!/Moving house/My feelings are all over the place!/All change!</p>
UKS2	<ul style="list-style-type: none"> • About the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (see Sex Education below). • About menstrual wellbeing including the key facts about the menstrual cycle 	Puberty and human reproduction.	<p>Y5 – Growing and Changing > Period positive (from Y4 plans)/Different skills/How are they feeling?/Growing up and changing bodies/Star qualities/Dear Hetty/Changing bodies and feelings/Help! I'm a teenager- get me out of here!</p> <p>Y6 – Growing and Changing > Is this normal?/ Helpful or unhelpful? Managing change/ Boys will be boys? Challenging gender stereotypes/ This will be your life!/Media manipulation/Making babies/ Acting appropriately</p>

Being Safe

Kidsafe – Delivered to the 3 KS1 classes

6 x 1 hour sessions delivered by Mrs Quinney or Mrs Smith throughout Spring 1 and Summer 2

Children will learn:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

	Sex Education – Health and Wellbeing – Growing and changing		
Year 3	My changing body		
Year 4	All change My feelings		
Year 5	Periods (from Y4 scheme of work) Growing up and changing body Changing bodies and puberty Changes and feelings	Year 6	Is this normal? Reproduction Making babies

