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Identity &
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Scheme of Learning	 Identity & Belonging 	Building Confidence 	 Making Positive Choices 
Knowledge	• To understand what identity means for ourselves and others. • To find others in class that share interests. • To recognise strengths in each other. • To understand the new community being joined in Year 5.	• To recognise how to share thoughts and feelings appropriately. • To understand the process of making mistakes and then making amends. • To begin to understand successful strategies to use and share when feeling nervous. • To extend vocabulary to include good and not so good emotions.	• To understand when tricky situations might arise and how to deal with them. • To build confidence in having honest and difficult conversations with others. • To identify ways of spreading positivity in day to day life.
Sequencing Statements/ Cross Curricular Learning			
Enrichment Opportunities and British Values			 Session – Positive Choices Assembly – Social Media

Scheme of Learning	 Laws and Government	 Digital Deception	 Changing Bodies
Knowledge	• To explore national statistics in relation to the United Kingdom. • To recognise the ethnic and religious diversity that makes up our country. • To understand what rules and laws are put in place to protect people and keep all safe from harm. • To understand the consequences of anti social behaviour. • To recognise the human rights that are given to all. • To understand the definition of democracy. • To recognise the significant contribution of communities.	• To recognise ways in which online sources should not always be trusted. • To reflect on what AI is and how it might be used to alter reality. • To understand what is meant by the term deepfake. • To begin to evaluate the ethical dilemmas behind using AI.	• To understand the nature of bodies change during childhood and in to adolescence using correct terminology. • To recognise how these changes might impact upon daily life. • To recognise how to cope with the changes to the body during puberty. • To use the correct scientific vocabulary when describing parts of the human anatomy. • To explain how to keep the body safe and protected during these changes.
Sequencing Statements/ Cross Curricular Learning			• Year 6 – Changing Bodies
Enrichment Opportunities and British Values	 DEMOCRACY THE RULE OF LAW Assembly – Racial Awareness	 THE RULE OF LAW	

Scheme of Learning	 Family Relationships	 Making Positive Decisions	 Healthy Friendships
Knowledge	- To recognise key features of family life. - To be able to identify a support group using family members. - To identify the main benefits of belonging to a family unit. - To identify how different family dynamics exist in different situations/contexts. - To recognise how family situations might change and what the resulting impacts might be.	- To identify the hidden dangers and safety signs found near roads, train tracks, and level crossings. - To recognize how distractions—such as mobile phones, headphones, or peer pressure—can put personal safety at risk when travelling. - To understand the specific rules for crossing safely, including the Green Cross Code and railway warning signals. - To reflect on how to make responsible, independent decisions when travelling to and from school without an adult.	- To explore the idea of what a healthy friendship might look like, - To recognise the behaviours associated with unhealthy friendships. - To develop strategies to use when friendships provide challenges and barriers. - To explore the pros and cons of online friendships. - To recognise the risks associated with online friendships such as catfishing.
Sequencing Statements/ Cross Curricular Learning	Year 5 – Identity & Belonging		- Year 5 – Identity & Belonging - Year 5 - Making Positive Choices
Enrichment Opportunities and British Values	 MUTUAL RESPECT		 MUTUAL RESPECT  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Scheme of Learning	 Inclusion and Belonging	 Self Care and Kindness	 Changing Bodies
Knowledge	- To recognise how they are all equal despite their differences. - To identify different groups they belong to (e.g. friendships, class, year group, clubs, faith) - To explain what it means to belong to a group or community - To recognise some of the ways in which people can be made to feel that they don't belong. - To recognise some examples of stereotyping in the real world. - To recognise the negative impacts stereotyping might have.	- To recognise what worry might look like in an individual. - To decide in the actions a young person may take if they are worried. - To begin to reflect on the effectiveness of these actions and what works for them personally. - To identify ways of reducing the impacts of worry. - To recognise what different methods of self care might look like.	- To recognise the different types of relationships that exist between people. - To understand how relationships can show affection and love between people. - To be able to describe the stages in which sexual intercourse takes place. - To understand how sexual intercourse can lead to the growth of a baby. - To learn about a babies needs in the womb. - To identify the concept of consent. - To be able to detail how babies might be born.
Sequencing Statements/ Cross Curricular Learning	Computing Year 6 - Fake News - How can we trust what we see online?	- Year 6 – Family Relationships - Year 6 – Healthy Friendships	Year 5 – Changing Bodies
Enrichment Opportunities and British Values	 MUTUAL RESPECT  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS Assembly – Racial Awareness Assembly – Protected Characteristics	SCARF Session – Positive Choices	

Scheme of Learning	 What is Extremism and Online Prejudice?	 Self Care and Kindness	 Changing Bodies
Knowledge	- Describe some of the ways in which people may be influenced by others (positively and negatively). - Explain what is meant by someone having prejudiced or extremist views. - Identify some different ways to manage negative influences such as fake news and online image manipulation. - Describe where, when and how to seek support for yourself and others	- To recognise what worry might look like in an individual. - To decide in the actions a young person may take if they are worried. - To begin to reflect on the effectiveness of these actions and what works for them personally. - To identify ways of reducing the impacts of worry. - To recognise what different methods of self care might look like.	- To recognise the different types of relationships that exist between people. - To understand how relationships can show affection and love between people. - To be able to describe the stages in which sexual intercourse takes place. - To understand how sexual intercourse can lead to the growth of a baby. - To learn about a babies needs in the womb. - To identify the concept of consent. - To be able to detail how babies might be born.
Sequencing Statements/ Cross Curricular Learning	Computing Year 6 - Fake News - How can we trust what we see online?	- Year 6 – Family Relationships - Year 6 – Healthy Friendships	Year 5 – Changing Bodies
Enrichment Opportunities and British Values	 Assembly – Racial Awareness	SCARF Session – Positive Choices	

Scheme of Learning	 Effective Study Skills	 Online Financial Harms	 Wellbeing and Self Esteem
Knowledge	- To understand why we revise. - To be able to detail some effective and ineffective revision methods. - To understand the significance of the forgetting curve. - To recognise the effectiveness of self quizzing, knowledge splots and flashcards in enabling effective revision. - To understand the definition of automaticity. - To be able to refer to the uses of automaticity in day to day lives.	- To learn about potential financial harms when using phones and in other online contexts. - To learn about influences, effects and potential risks of online spending, and strategies to minimise these. - To learn about how to manage emotions, seek support and overcome barriers to seeking support, in relation to online spending.	- To recognise emotions should be varied and that it is ok to feel these emotions. - To understand that it is healthy to communicate feelings and emotions. - To reflect on the benefits of physical health aiding emotional wellbeing. - Begin to develop a range of tools to promote good mental health and recognise emotions such as loneliness. - To recognise early indicators of someone who might be struggling and offer signposts for advice including advice tailored towards prevention of suicide. - Understand the connections between physical and mental wellbeing.
Sequencing Statements/ Cross Curricular Learning	Year 8 – Effective Study Skills	Year 6 Computing: Online Safety	- Year 6 – Healthy Friendships - Year 6 – Self Care and Kindness PE - Fitness
Enrichment Opportunities and British Values		 MUTUAL RESPECT  TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS	 MUTUAL RESPECT

Scheme of Learning	 Healthy Lifestyles	 First Aid - How to Respond to Emergencies	 Changing Bodies
Knowledge	• To reflect on individual sleeping habits. • To recognise healthy habits pre and during sleep hours including diet. • To detail the significance of good sleep. • To understand and describe bedtime routines and what can contribute towards unhealthy sleep. • To understand the importance of good dental hygiene . • Explain the difference between dental health treatment and cosmetic treatment. • Be able to explain how to access NHS services.	• To recognise how to use the DRABC checklist to safely check a casualty for danger and signs of life. • To understand how to apply CPR safely and effectively. • To understand how to roll an unconscious, breathing person into the recovery position to keep their airway clear. • Identify ways to stop heavy bleeding by applying pressure and using bandages. • Be able to spot the signs of medical shock and know how to treat it. • To recognise the symptoms from conditions such as asthma and how to treat these effectively.	• Be able to review and retrieve the changes that occur during puberty. • Understand and use positive language in relation to the menstrual cycle and linking this to reproduction. • Reflect on the variety of menstrual products available and evaluate their advantages and disadvantages. • Recognise strategies to deal with puberty and seek advice where necessary. • Be aware of services that offer period products and protection. • Identify methods of contraception available and also how to access support from local sexual health clinics.
Sequencing Statements/ Cross Curricular Learning	• Year 5 – Changing Bodies • Year 5 – Making Positive Choices Year 8 Science – Respiration Years 5,6,7 - DT Healthy Eating and Diet		• Year 5 – Changing Bodies - Puberty • Year 6 – Changing Bodies - Reproduction Year 7 Science - Reproduction
Enrichment Opportunities and British Values	 MUTUAL RESPECT		 MUTUAL RESPECT

Scheme of Learning	 Effective Study Skills	 Challenging Gender Stereotypes	 What is Consent?
Knowledge	- To reflect on the best environments for study and explore further research in to what conditions best suit learning. - Explore a variety of ways to take notes and why they are each considered effective. - To reflect on what methods is best suited to the learner. - To understand how to bring higher order thinking with retrieval practice. - To identify symbols and logos to use during note taking to maximise effectiveness and time management.	- To identify inequalities in society such as the gender pay gap. - To reflect on recent news stories that demonstrate societies inequalities. - To understand the historical context behind gender stereotypes and how they might be challenged moving forward. - To identify the harms and misconceptions of misogyny and reflect on the ways to respond and challenge these effectively. - To recognise ways in which these issues might be raised publically.	- To understand the definition of consent in relation to different contexts. - To understand the legal implications of not considering consent of others. - To determine what constitutes as inappropriate behaviours. - To recognise how factors such as pornography might impact upon someone's interpretation of consent. - To understand the implications of sharing sexual images online. - To identify the terms coercive control and domestic abuse within relationships.
Sequencing Statements/ Cross Curricular Learning	Year 7 – Effective Study Skills	Year 6 – What is Extremism?	- Year 7 Computing: Online Safety – Digital Footprints - Year 8 Computing: Impacts of Online Safety – Social Media
Enrichment Opportunities and British Values	Assembly – Desirable Difficulties and Automaticity	 THE RULE OF LAW  MUTUAL RESPECT  INDIVIDUAL LIBERTY  DEMOCRACY Assembly/Workshops– Tackling Misogyny and Stereotypes	 THE RULE OF LAW  MUTUAL RESPECT Assembly – Sharing Indecent Images and the Law

Scheme of Learning	LGBTQ+ Voices 	 What are the Effects of Drug and Alcohol use?	 Staying Safe and Making Positive Decisions
Knowledge	- To understand the prejudice and discrimination faced by those in the LGBTQ+ community. - To understand the different forms this discrimination might present itself. - To recognise strategies that can be used to challenge these behaviours. - To recognise and identify appropriate ways to call out homophobia in it's different forms. - To consider the idea of representation in the media for the LGBTQ+ community and form own ideas for development.	- To identify the characteristics of substance abuse. - To recognise the effects, risks and impacts of caffeine consumption in young people. - To identify potential strategies for reducing risks with caffeine consumption. - To identify the risks involved with smoking tobacco and vaping products. - To analyse the reasons why people might choose to smoke. - Demonstrate awareness for managing peer influence in certain situations involving tobacco and e-cigarettes. - To understand the impacts of alcohol and strategies that might be used to support those in need.	- To understand the different types of fraud. - To recognise how we might protect ourselves against fraud. - To understand the types of people that might be targeted for fraud related crimes. - To stay safe and secure when around bodies of water. - To identify key statistics around knife crimes. - To recognise some of the reasons as to why knife crimes may occur.
Sequencing Statements/ Cross Curricular Learning		- Year 6 – Healthy Friendships (Peer Pressure) - Year 7 - Healthy Lifestyles Year 8 Science – Respiration	- Year 5 - Making Positive Choices - Year 8 - Online Financial Harms
Enrichment Opportunities and British Values	 THE RULE OF LAW  MUTUAL RESPECT  INDIVIDUAL LIBERTY Assembly – Protected Characteristics Assembly/Workshops - Tackling Misogyny and Stereotypes	 MUTUAL RESPECT  THE RULE OF LAW	 THE RULE OF LAW  MUTUAL RESPECT Stand Against Violence: Violent Crime Session Collaborate Digital Workshop: Anti Social Behaviour